

13 1374
A3
KANSAS STATE
NORMAL SCHOOL

COURSE OF STUDY

FOR

COUNTY NORMAL INSTITUTES.

1878.

ISSUED BY

JOHN C. ELLIS,

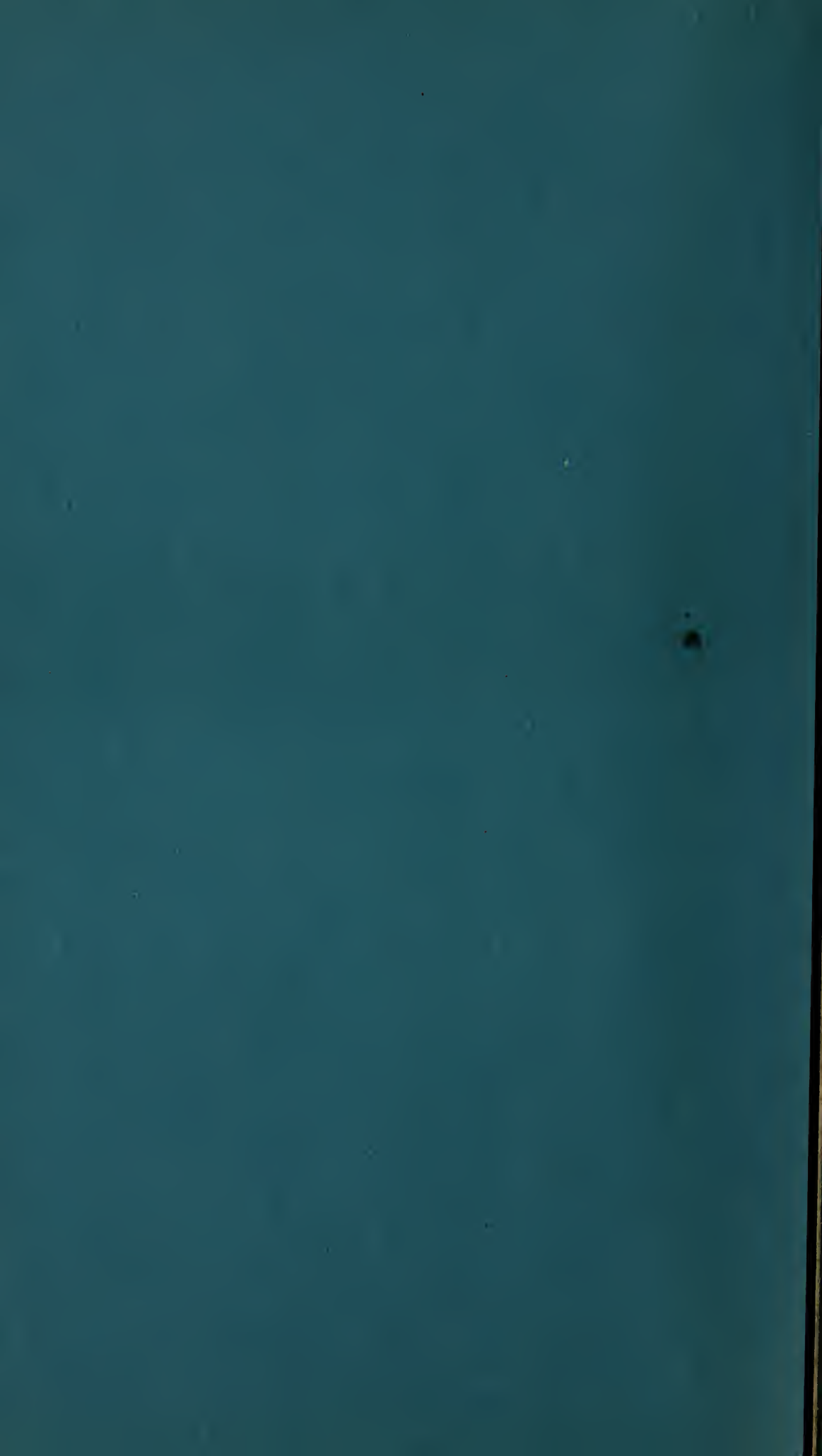
407 N. Fourth St., St. Louis.

AGENT FOR IVISON, BLAKEMAN & TAYLOR.

TOPEKA, KANSAS:

GEO. W. MARTIN, KANSAS PUBLISHING HOUSE.

1878.



COURSE OF STUDY

FOR

COUNTY NORMAL INSTITUTES.

1878.

Kansas. Dept. of public instruction.

ISSUED BY

ALLEN B. LEMMON.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

TOPEKA, KANSAS:

GEO. W. MARTIN, KANSAS PUBLISHING HOUSE.

1878.

LB 1874
.A3

7 OCT 1905
D. of D.

YASSEL: 3HT
201010 70

114 97-060

TO COUNTY SUPERINTENDENTS AND TEACHERS.

The course of study herewith presented is designed for use in the Normal Institutes to be held the current year. It is issued early, and put into the hands of teachers with the hope that many of them will give these lessons a careful review previous to the opening of their respective institutes.

As will be noticed, quite a number of the leading teachers in the State have contributed material for this pamphlet. In several of the subjects treated, two outlines are presented. Each is to be used with the class of teachers to which it is best adapted, as may be determined by the County Superintendent and the institute conductor.

The following recommendations are respectfully suggested :

1. Each institute should be opened with a thorough examination and judicious classification of its members.
2. Members of normal institutes should not attempt to take more than four studies each.
3. Most of the institute exercises should be held in the forenoon. Afternoons and evenings should be devoted to study.
4. A permanent record of the attendance, punctuality, deportment, and standing in each class exercise, of every member of the institute, should be kept. This record should be placed in the office of the County Superintendent, where school officers could examine it.
5. The following form of enrollment slip is recommended :

ENROLLMENT SLIP.

Name.....
Post-office address
Age.....years.
Number of months taught.....
Grade of last certificate.....
Number of institutes attended.....
Number of normal institutes attended.....

NOTE.—Inclose one dollar and this "slip," giving the information suggested, in an envelope, and hand the same to the County Superintendent.

The expense of publishing this pamphlet is borne by advertisers, whose names appear in the appendix.

INSTITUTE PROGRAMME.

FORENOON SESSION.

<i>Time.</i>	<i>First Section.</i>	<i>Second Section.</i>
From 8:00 to 8:45.....	Didactics	Didactics.
From 8:45 to 9:30.....	Orthography and Reading.....	Arithmetic.
From 9:35 to 10:20.....	Arithmetic	English.
From 10:25 to 11:10.....	English.....	U. S. History, Physiology.
From 11:15 to 12:00.....	Geography.....	Agricultural Geology.
From 12:05 to 12:50.....	Book-Keeping.....	Book-Keeping.

AFTERNOON SESSION.

From 4:00 to 5:00.....	Writing and Drawing.....	Writing and Drawing.
------------------------	--------------------------	----------------------

COURSE OF STUDY.

ORTHOËPY AND ORTHOGRAPHY.

(FROM LAST YEAR'S COURSE.)

FIRST WEEK.

First Day.—The sounds of *a*, *e* and *i*, and the diacritical marks of these letters, as given in Webster's Academic or Unabridged Dictionary.

Second Day.—The sounds and diacritical marks of *o*, *oo*, *u* and *y*, and the diphthongal sounds.

Third Day.—The subvocal sounds and their notations.

Fourth Day.—The aspirate sounds of our language, and their notations.

NOTE.—In preparing these lessons, the members of the class should select a list of words containing the sounds to be considered at each recitation. At least three examples should be selected for each sound, and the pronunciation of the words of the lists should be indicated by the use of the proper marks. The recitation should consist of drills in the elementary sounds of our language, by individual members of the class and by the entire class in concert, spelling by sounds, the representation of the proper pronunciation of words by writing upon slates, paper or blackboards, the characters that represent the sounds of which the words are composed.

Fifth Day.—Review the week's work. Phonetic spelling of words, to be selected by the teacher.

The organs of speech. Name, location, description and functions of each.

SECOND WEEK.

Sixth Day.—The consonant sounds of our language to be classified with reference to their obstruction by the organs of speech into labials, dentals, palatals, gutturals, linguo-dentals, linguo-nasals, etc. Exercise in describing the sounds of five words, to be suggested by the teacher.

Seventh Day.—Classification of words based on the number of syllables they contain, and their formation. Names of syllables, from the position they occupy in words. Accent. Orthographic parsing of the following words, to be written : Through, condition, called, and advice.

Model—Man is a simple, primitive monosyllable. Spelled orthographically (naming the letters), *m*, *a*, *n*, and phonically (enunciating the sounds), *m*, *a*, *n*—*m* is a consonant, subvocal, labial ; *a* is a vowel, short sound ; *n* is a consonant, subvocal, palato-nasal.

Eighth Day.—Define primitive and derivative words, prefix, root and suffix. Give the meaning of each of the following prefixes, viz. : *a*, *be*, *co*

or *con*, *dis*, *en* or *em*, *fore*, *in* or *im*, *pre*, *re*, *super*, and *un*. Prepare a list of derivative words containing three examples of the use of each of the above prefixes.

Ninth Day.—Give the meaning and five examples of the use of each of the following suffixes, viz.: *able* or *ible*, *age*, *al*, *ar* or *ard*, *an* or *ian*, *ary*, *dom*, *en*, *er* in nouns, *ery*, *ful*, *fy* or *ify*, *ous*, *ship*, and *y*.

Tenth Day.—Rules for spelling. Give the rule applicable in the formation of each of the following words: Purity, judgment, brutalize, forcible, fencing, remittance, beginner, robber, pitiless, peaceable.

READING.

BY PROF. A. W. SMITH, LAWRENCE.

THIRD WEEK.

Eleventh Day.

A succinct, comprehensive talk from the teacher upon the anatomy, physiology and hygiene of (a) body and brain; (b) the physiology and function of every organ contributing to vocalization and speech; (c) sharp class-drill in marching, sitting, standing, management of feet, trunk, chest, shoulders, arms, and head, ending with book-holding. Criticisms encouraged here, as throughout.

Twelfth Day.

1. Breathing drill: Inhale through nostrils tranquilly, thoroughly; exhale slowly, rapidly, effusively, expulsively, explosively, in whisper, pure tone, orotund, with coughing, gasping, seizing, and intermittent styles.

2. Mark a few long vowels upon the black-board, place the aspirate *h* before them, and give a laughing exercise; commence moderate, and carry it as far as possible.

3. Upon a full breath, let long *o* be sounded, as much prolonged as possible, and in every phase of expression. Prefix *h*, and repeat.

4. Definitions. Define language—natural, artificial, spoken, written; elocution—reading, vocal, silent, sentential, oratorical; physical culture, vocal culture, orthoëpy and its subdivisions—articulation, syllabication, and accent.

5. Define and classify oral elements and their literal representatives.

Let the class make copious notes.

Thirteenth Day.

1. Drill on position, breathing and vocalization, employing the more resonant tonics, and delivering the voice at imagined targets, at varying distances.

2. Explain and discuss with the class the modes of teaching reading—*i.e.*, alphabet, word, sentence, phonetic and phonic methods, and their combination. Illustrate the phonic and word methods combined.

3. Exhibit the diacritical marks of Webster—first, with the long vowels; second, the short vowels; third, the occasional vowels; and last, the single and double consonant markings.

4. Drill on phonic analysis and spelling.

Fourteenth Day.

1. Place long *e*, *ä* and long *oo* at the angles of a triangle, and sound them, much prolonged, in varied tone, with great force, tension of the organs engaged, and exaggerated facial expression. Prefix *h*, and repeat. Well separated at first, finally run the sounds together.

2. Whisper, cough, and shout the short tonics.

3. Renew drill on phonic spelling, analysis and marking.

4. Articulation: Rules for “*a*,” “*an*,” “*the*,” for “*x*,” and long “*u*” and “*ü*.” Present examples liberally of difficult consonant combinations and endings. Explain cognates and their tendencies.

5. Take up syllabication.

6. Take up accent, primary, secondary, syllabic, rhythmical, prosodial.

Fifteenth Day.

1. Drill on position, breathing and vocalization.

2. Examine on breathing apparatus, voice, and speech organs.

3. Recapitulate definitions, and encourage pertinent discussion.

4. Review diacritical marks, phonic analysis, and spelling.

5. Let class copy and memorize Monroe’s nine capital points in reading, *viz.*: Position, breathing, book-holding, eye and mind ahead of the tongue, think the thoughts and feel the emotions of the author, make yourself heard, felt and understood, listen to others, and *study*.

FOURTH WEEK.

Sixteenth Day.

1. The elements of expression should now be presented systematically and consecutively, and the class kept drilling on appropriate examples. The following is merely suggestive:*

1. *Form*. Effusive, expulsive, explosive.

2. *Emphasis*. Absolute, antithetic, impassioned, unimpassioned, arbitrary.

3. *Inflection*. Rising, falling, circumflex.

Seventeenth Day.

1. *Pitch*. High, middle, low.

2. *Quality*. Which may be divided first into pure and impure tone; pure tone into ordinary pure tone and overtone. Impure tone includes all tones modified by aspiration.

3. *Movement*. Fast, moderate, and slow.

*Not only here, but throughout the whole course, the teacher should be lavish of examples, and the class earnest in practice.

4. *Force or Energy.* Loud, moderate, and subdued.

Eighteenth Day.

1. *Stress.* Radical, vanishing, medium, thorough, compound, intermittent; 2. Slur, 3. Monotone, 4. Personation, 5. Imitation, 6. Transition, 7. Semitone, 8. Pause.

Nineteenth Day.

1. Individual reading, from previously-assigned selections. Criticisms.
2. Rostrum matters. The *bow*; gestures may be reduced to four, viz.: supine hand, prone hand, index finger, and clenched fist.
3. *Class routine*, from seats to recitation and back, discussed and digested.
4. Questions submitted, discussed and answered.

Twentieth Day.

General review, declamations, and concert reading.

THE ENGLISH LANGUAGE.

BY PROF. M. L. WARD, MANHATTAN.

FIRST WEEK.

First Day.

What is language? Use of language. The relation of thought and language. Kinds of language—sign, spoken, written. Why should language be taught in our public schools?

Second Day.

The English language—its origin; its component elements; the principal causes which have made it what it is; its peculiar characteristics.

NOTE.—These topics are presented first, to stimulate thought, and to incite investigation. The whole subject can be discussed in a few lectures.

Third Day.

The articulate sounds of the English language. Their classification. The vocals, and their notation. Lists of words illustrating the different vocal sounds.

Fourth Day.

The subvocals and aspirates—their notation. Spelling of words—first phonetically, then by pronouncing the letters.

NOTE.—The object aimed at in this exercise is to correct indistinct or imperfect enunciation. Children grow up without learning how to properly use their organs of speech. Teachers should learn how to drill in phonetics. Let there be a thorough drill in the elemental sounds, and afterwards in the more difficult combinations. These sounds should be considered as entirely distinct from the characters which represent them. In spelling words phonetically, commence with short monosyllables, gradually taking up words of greater length. The class may be drilled in concert. Not more than fifteen minutes should be given to an exercise. In this connection, the organs of speech should be studied—the names, location and functions of each.

Fifth Day.

The alphabet—classification of the letters: 1. Vowels, consonants; 2. Subdivisions—mutes, semi-vowels, liquids, etc. Laws which regulate the substitution of one letter for another. Assimilation. The different forms of the letters.

SECOND WEEK.

Sixth Day.

Words—their classification: 1. As to number of syllables; syllabication. 2. As to form, primitive and derivative. Meaning of root—prefix and suffix. Study list of principal prefixes.*

Seventh Day.

Study list of principal suffixes, and their meaning. From the English primitives, *live*, *press*, and *set*, form thirty derivatives, defining each by analysis.

Eighth Day.

Rules for spelling derivative words: 1. Final *e*; 2. Final *y*; 3. Final consonant. These rules should be thoroughly understood; also the principal exceptions. Give several examples under each rule, taking up only one rule at a time.

Ninth Day.

REMARK.—Archbishop Trench states that about sixty per cent. of the words of the English language are derived from the Saxon, thirty per cent. from the Latin, five per cent. from the Greek, and the remaining five per cent. from miscellaneous sources. The study of root words is both interesting and profitable. The meaning of the root word will often throw a flood of light upon the meaning of the English word. A knowledge of a score or so of Saxon and Latin roots, and a few roots from the Greek, is of great advantage. The Latin and Greek numerals up to ten should be learned. As a rule, Latin roots are more fruitful than either the Saxon or Greek. Here are three examples of Latin roots: 1. *Fero* (to bear or carry), roots *fer.*, *lat.*; 2. *Mitto* (to send), roots *mit.*, *miss.*; 3. *Lego* (to choose, also to read,) roots *leg.*, *lect.*

Form ten derivatives from each of these Latin root words, noting the changes of letters in combination of prefixes and roots.

Tenth Day.

Synonyms—why so abundant in the English language? Why is the study of synonyms important? Examples: instruct, educate; gentle, tame; discover, invent; courage, intrepidity, bravery, fortitude, gallantry, valor. Write sentences illustrating the proper use of these words, and other synonyms.

THIRD WEEK.

Eleventh Day.

Classification of words according to their use. The parts of speech. Distinguish them at sight.

NOTE.—The basis of this classification should be thoroughly understood. It depends entirely upon the office of the word in a sentence. The properties of the various parts of speech should not be taken up until the office of each is comprehended.

* See Swinton's word analysis for prefixes and suffixes.

Twelfth Day.

The noun. Classification of changes in the form of noun—(a) to denote number; (b) to denote possession. Ex. (a) sin. *boy*, plu. *boys*; ex. (b) *boy's boys*'. Rules for forming plural of nouns. Rules for writing possessive case. General rule. Write the noun denoting possession as it is correctly spoken; in singular nouns, and in plurals not ending in *s*, placing the apostrophe before the final *s*.

Thirteenth Day.

The verb. Changes in the form of verb to denote (a) past or completed action; (b) agreement with the subject; (c) *name* of action or condition. Illustration: 1. Study, (a) studied, (b) studies; second singular—studiest, (c) studying. 2. Go, (a) went, gone, (b) goes; second singular—goest, went'st, (c) going. Distinction between regular and irregular verbs; transitive and intransitive.

NOTE.—The study of the verb in English becomes very easy, if the above changes only are noted. Of course the verb *to be* is to be treated as an exception. Why should the English verb *be* made to *fill up* the etymological form which fits the Latin verb?

Fourteenth Day.

Adjective and adverb—office and properties of each compared. Derivation of adjectives from nouns; of adverbs from adjectives. Change of form to denote comparison. Position in sentence.

Fifteenth Day.

The pronoun—classification. Changes of form. Rule for agreement of pronouns with subject. The principles of agreement and government should be thoroughly discussed in connection with pronouns.

FOURTH WEEK.

Sixteenth Day.

The remaining parts of speech—conjunctions, prepositions, interjections, expletives, or words of euphony. The correct use of conjunctions, prepositions, etc. These are more profitably studied under sentence-building.

Seventeenth Day.

Sentences. Classification (a) as to use—declarative, interrogative, exclamatory, imperative; (b) as to form—simple, complex, compound. The essential parts of a sentence. Subject—its various forms; predicate—its various forms.

Eighteenth Day.

Sentence-building—the relative positions of the subject, predicate, and their modifiers in the various kinds of sentences. How is clearness secured? How emphasis? Strength? Harmony? Study sentences that illustrate each of these points. Reconstruct others that are faulty.

Nineteenth Day.

Rules for use of capital letters. Rules for punctuation.

NOTE.—These principles should be taught from the outset.

Twentieth Day.

Correct the errors in the following sentences, and state the principles of our language violated in each case: 1. It is him. 2. Every scholar should be in their place. 3. Did you take that book to the library which I loaned you? 4. When will the curtain rise up? She sets by the open window, enjoying the scene that lays out before her. 6. Can I speak to you? 7. I intended to have called. 8. What will I write about? 9. It was requested that no person would leave his seat. 10. Now, boys, I want every one of you to decide for themselves. 11. He had ought to see him. 12. I guess that I will stop.

ENGLISH GRAMMAR.

BY PROF. E. MILLER, LAWRENCE.

N. B.—The following outline is intended to call attention to the essential principles of the science, and to get rid of the rubbish that at present weighs down the whole subject.

FIRST WEEK.

First Day.—1. Various kinds and uses of words; 2. Sentence; 3. Kinds of sentence; 4. Parts of the sentence—subject and predicate; 5. Bare subject, and subject modified; 6. Bare predicate, and predicate modified.

Second Day.—1. Substantive words, phrases and clauses, each fully and appropriately illustrated; 2. Interrogative and imperative sentences.

Third Day.—1. Inflection of words; 2. Changes of form of words; 3. Number; 4. Person and gender; 5. Possessive case; 6. Object and objective case; 7. Declension; 8. Tense; 9. Conjugation; 10. Government and agreement; 11. Comparison of adjectives; 12. Comparison of adverbs; 13. Methods of inflection; 14. Uninflected words.

N. B.—The work of the third day is the inflection of words, as mapped out above.

Fourth Day.—1. Nouns: definition and uses; 2. Classes; 3. Inflection, as to declension, gender, number, compound nouns, case, and formation of possessive case; 4. Other parts of speech used as nouns.

Fifth Day.—Review so as to secure the development of principles.

SECOND WEEK.

Sixth Day.—1. Pronouns: definition and uses; 2. Classes; 3. Inflection, as to declension, person, number, gender, and case; 4. Simple and compound; 5. Relative and antecedent.

Seventh Day.—1. Adjectives: definition and uses; 2. Quality; 3. Pronominal; 4. Numeral; 5. Articles; 6. Inflection and comparison.

Eighth Day.—1. Verbs: definition and uses; 2. Transitive and intransitive; 3. Inflection for person and number, tense and mode; 4. Conjugation and synopsis.

Ninth Day.—1. Emphatic verb forms; 2. Progressive; 3. Distinction of *shall* and *will*; 4. A clear concept of the subjunctive.

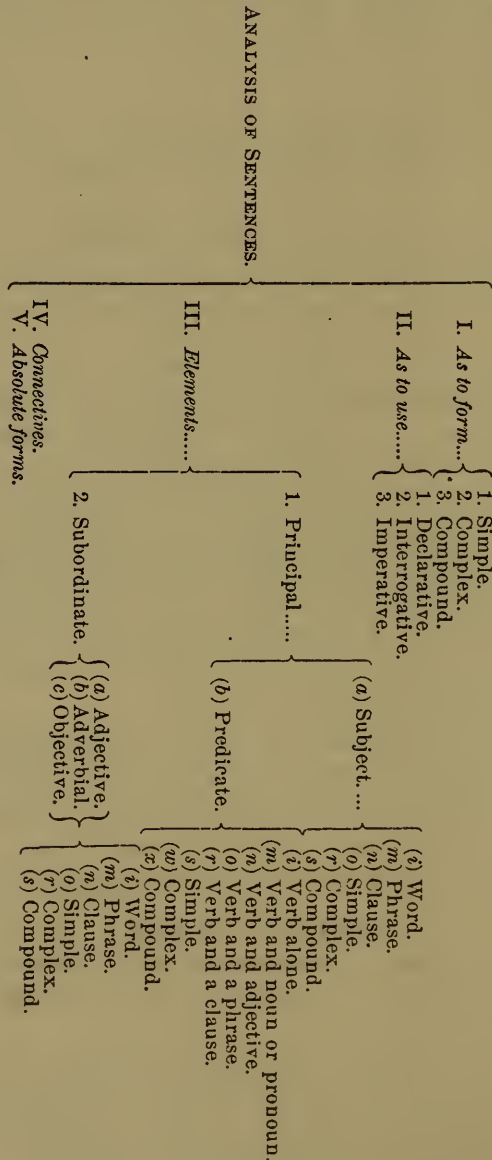
Tenth Day.—Review.

THIRD WEEK.

Eleventh Day.—1. Adverbs; 2. Uses; 3. Classes; 4. Comparison; 5. Phrases; 6. Prepositions; 7. Uses; 8. Constructions; 9. Phrases.

Twelfth Day.—1. Conjunctions; 2. Uses; 3. Coördinates and subordinates; 4. Interjections; 5. Uses; 6. Words used as interjections.

Thirteenth Day.—Construct the following outline for the analysis of sentences, (a) from sentences themselves, and (b) apply it in the analysis of others:



Fourteenth Day.—1. Differentiation of complex sentences; 2. With one dependent clause; 3. With more than one dependent clause; 4. Compound-complex sentences.

Fifteenth Day.—A continuation of complex sentences, and a review.

FOURTH WEEK.

Sixteenth Day.—1. Adjective phrases; 2. Adverbial phrases; 3. Substantive phrases; 4. Adjective, Adverbial and Substantive clauses. (These should be fully and clearly illustrated.)

Seventeenth Day.—Analyze, giving to every element its appropriate name, the following: 1. "When the fit was on him, I did mark how he did shake." 2. "Although the wound soon healed again, yet, as he ran, he yelled for pain."

Eighteenth Day.—1. Examples in false syntax, and a clear statement of principles violated; 2. Use of capital letters; 3. Letter-writing; 4. Provincialisms; 5. Bills, notes, etc.

Nineteenth Day.—1. Syntax of the verb; 2. A concise statement and application of the principles of punctuation.

Twentieth Day.—General review and examination.

INDUSTRIAL DRAWING.

BY PROF. S. A. FELTER, TOPEKA.

FIRST WEEK.

First Day.

1. Define a *one-space horizontal line*. Define a *one-space vertical line*. Define a *primary erect square*. Give an illustration of each.

2. Draw primary erect squares on the alternate squares of the alternate rows of drawing paper, or of the "check card" of drawing tablets.*

Second Day.

1. Define a *primary diagonal*. Define a *primary diagonal square*. Give an illustration of each.

2. Draw a series of primary erect squares, that may be connected at the corners by primary diagonals.

Third Day.

1. Define a *two-space diagonal*; a *three-space diagonal*. Give an illustration.

2. Draw a design having for its center a primary erect square, adding, symmetrically, primary erect squares, connected by one or two-space diagonals.

Fourth Day.

1. Define a *right angle*. Define an *acute angle*. Define an *obtuse angle*. Give an illustration of each.

2. Draw a figure composed of right, obtuse and acute angles; point out and name the lines which compose it.

*See Felter's Drawing Tablets.

Fifth Day.

Define a *rhombus*. Draw a rhombus, using two-space diagonals. Draw a rhombus, using three-space diagonals. Draw a figure, using for a center a rhombus formed of two-space diagonals, adding, symmetrically, lines and angles, *ad libitum*.

SECOND WEEK.

Sixth Day.

1. Define a *circle*. Define a *one-space vertical curve*. Define a *one-space horizontal curve*. Define a *one-space diagonal curve*. Define a *two-space diagonal curve*. Give an illustration of each.

2. Draw a figure having for its center a circle formed of diagonal curves, adding, symmetrically, straight and curved lines, *ad libitum*.

Seventh Day.

1. Define a *cube*. Draw a cubical block, in cabinet perspective,* the length of which is twice the diameter of the end. Divide the same into two cubes.

2. Draw a cubical figure, using as a scale the space of one primary erect square as *one inch*, and a primary diagonal as *two inches*; and give dimensions.

3. Draw a series of cubical blocks, using the same scale, and give the dimensions.

4. Using the same scale, draw a cubical block two inches thick, one inch wide, and four inches long.

Eighth Day.

Draw a pile of blocks or bricks representing masonry, and give the dimensions. Draw a cubical box.

Ninth Day.

1. Define a *cylinder*. Draw a cylinder in a primary erect square, one inch high and one inch in diameter. In the same manner, draw a cylinder, in a diagonal square, of twice the above dimensions.

Tenth Day.

1. Draw the outline of the ground plan of a school house, giving dimensions.

2. Draw an elevation of the same building, giving dimensions for examination.

* See Willson's Drawing Guide.

PENMANSHIP.

BY PROF. S. A. FELTER, TOPEKA.

THIRD WEEK.

Eleventh Day.

Give drill of the principles, using a primary erect square of the "check card" of the drawing tablet as a space.

PRINCIPLE No. 1.—A diagonal drawn from the upper right-hand corner of a primary erect square to the center of the base, is called a *primary stroke*.

PRINCIPLE No. 2.—A diagonal curve drawn to the opposite corners of a primary erect square, curving to the right, is called a *right one-space curve*.

PRINCIPLE No. 3.—A diagonal curve drawn to the opposite corners of a primary erect square, curving to the left, is called a *left one-space curve*.

NOTE.—When the curve is drawn from a corner to the center of the base of the adjoining square on either side, the curve is called a *right or left space-and-a-half curve*.

PRINCIPLE No. 4.—The stem loop of the *h* is called the *ascending loop*.

PRINCIPLE No. 5.—The stem loop of the *y* is called the *descending loop*.

Twelfth Day.

Give principles, spacing and construction of *i*, *u*, *n*, and *m*.

Thirteenth Day.

Give principles, spacing and construction of *r*, *w*, and *o*.

Fourteenth Day.

Give principles, spacing and construction of *a*, *c*, and *e*.

Fifteenth Day.

Give principles, spacing and construction of *r*, *s*, and *x*.

FOURTH WEEK.

Sixteenth Day.

Give principles, spacing and construction of *t*, *d*, and *p*, using double-ruled paper, or the "double-ruled tablet card."

Seventeenth Day.

Give principles, spacing and construction of *l*, *b*, *h*, and *k*.

Eighteenth Day.

Give principles, spacing and construction of *j*, *y*, *g*, *q*, *f*, and *z*.

Nineteenth Day.

Give principles, spacing and construction of capital letters.

Twentieth Day.

Prepare a specimen of writing for examination.

POLITICAL GEOGRAPHY.

BY PROF. I. C. SCOTT, ATCHISON.

FIRST WEEK.

Races:

CAUCASIAN. MONGOLIAN. AFRICAN. MALAY. INDIAN.

Study each race by the following topics—one race per day:

- I. PHYSICAL CHARACTERISTICS.
- II. REPRESENTATIVE TYPES.
- III. NUMBERS.
- IV. COUNTRY THEY INHABIT.
- V. OCCUPATIONS. 1. Agriculture; 2. Manufacturing; 3. Mining; 4. Lumbering; 5. Fisheries; 6. Commerce; 7. Professions.
- VI. PHYSICAL NEEDS. 1. Food—(a) animal, (b) vegetable, (c) inorganic; 2. Clothing—(a) animal, (b) vegetable, (c) mineral; 3. Shelter.
- VII. INTERNAL IMPROVEMENTS. 1. Railways; 2. Canals; 3. Navigation on lakes and rivers.
- VIII. EDUCATION. 1. Higher institutions; 2. Common and high schools.
- IX. GOVERNMENT. 1. Legislative branch; 2. Executive department; 3. The judiciary; 4. Local.
- X. RELIGION.
- XI. HISTORY. 1. Early history; 2. Subsequent growth, and distinguished men.

Sixth Day.

- I. NATIONS. 1. Transitory character of nations; 2. Analogy between individuals and nations; 3. Changes in individuals; 4. Changes in nations; 5. Progress of nations.
- II. INFLUENCE OF CLIMATE. 1. On plants; 2. On men; 3. On nations; 4. Varieties of American climate.

Seventh Day.

- I. EMIGRATION. 1. Cause of emigration; 2. Principles of emigration; 3. Changes by emigration; 4. Effect of emigration; 5. Cause of emigration to the United States.

Eighth Day.

- I. POLITICAL EFFECT. 1. Of polygamy; 2. Of negro slavery; 3. Of the American Indians upon the whites.

Ninth Day.

- I. PRINCIPLES OF EDUCATION. 1. Classical institutions; 2. Common schools; 3. Pulpit; 4. Press; 5. Extinction of superstition by education; 6. Moral and intellectual progress; 7. Effect of the civil war on education; 8. American education compared with that of other nations.

Tenth Day.

- I. MAP-DRAWING. Map of Kansas, locating — 1. Five principal cities; 2. Five principal railroads; 3. Five principal rivers; 4. Wheat belt; 5. Coal and lead regions; 6. Any places noted in Kansas history.
- II. MAP OF NORTH AMERICA.
- III. MAP OF SOUTH AMERICA.
- IV. MAP OF EUROPE.

Draw by mathematical lines, the eye, or in any manner which is easiest to the teacher; but be able to teach the method used to the pupils in the common schools.

MATHEMATICAL AND PHYSICAL GEOGRAPHY.

BY PROF. WM. WHEELER, OTTAWA..

THIRD WEEK.

Eleventh Day.

THE EARTH AS A PLANET.

- I. Its position in the solar system: 1. With relation to other planets; 2. Distance from the sun.
- II. Its shape: 1. Approximate — spherical, proofs; 2. Exact, oblate spheroid.
- III. Its size: 1. Diameter — equatorial, polar, mean; 2. Circumference — measurement.
- IV. Its motions: 1. Diurnal; 2. Annual.
- V. Inclination of axis: 1. Lines and divisions dependent — (a) Tropics; (b) Polar circles; (c) Zones.

Twelfth Day.

PHYSICAL ELEMENTS OF THE EARTH — LAND, WATER, AIR.

LAND.

- I. Classes: continents, islands. 1. Distinction in size; 2. Distinction in structure.
- II. Continents: 1. Order of size; 2. Grouping in pairs.
- III. Configuration: 1. Common fundamental figure; 2. Irregularities.
- IV. Islands: 1. Classes — continental, oceanic; 2. Formation.

Thirteenth Day.

SURFACE, OR RELIEFS.

- I. Basis of measurement, level of sea.
- II. Relief forms: 1. In mass — (a) Plains, (b) Plateaus; 2. Linear elevations — (a) Mountains, (b) hills.
- III. Plains: 1. Extent of plains; 2. Geographical position of plains (examples); 3. Importance.
- IV. Plateaus: 1. Situation; 2. Elevation; 3. Importance.

Fourteenth Day.

- V. Mountains: 1. Formation—(a) By folding, (b) By fracture; 2. Mountain chains; 3. Systems.
- VI. Valleys: 1. Formation—(a) Among mountain chains, (b) In plains, (c) On mountain slopes.
- VII. Common features of continents: 1. Primary highlands; 2. Secondary highlands; 3. Central depression.

Fifteenth Day.

THE SEA—SIZE, CHARACTER, USES.

- I. Oceans: 1. Extent; 2. Basins; 3. Depth; 4. Configuration.
- II. Coast waters: 1. Inland seas; 2. Border seas; 3. Gulfs and bays; 4. Connecting waters.
- III. Oceanic movements: 1. Waves—(a) Causes, (b) Extent; 2. Tides—(a) Causes, (b) Recurrence, (c) Direction of tide wave; 3. General currents—equatorial, polar, return.

FOURTH WEEK.

Sixteenth Day.

CONTINENTAL WATERS—SOURCE, CLASSES.

- I. Springs: 1. Formation; 2. Location.
- II. Rivers: 1. Formation; 2. Constant features; 3. Occasional features; 4. River basins; 5. River systems; 6. Water-shed; 7. Uses.
- III. Lakes: 1. Mountain lakes—(a) Character; 2. Lakes in plains—(a) Character, (b) Connection of streams; 3. Salt lakes—causes; 4. Distribution of lakes.

Seventeenth Day.

THE AIR.

- I. Its composition and properties.
- II. Winds: 1. Constant, trade winds—causes; 2. Periodic, monsoons, sea breeze, etc.; 3. Variable winds—causes.
- III. Humidity: 1. Source; 2. Capacity; 3. Condensation—(a) Dew, frost, fog, clouds, rain, snow, hail.
- IV. Electricity of atmosphere: 1. Source; 2. Phenomena.

Eighteenth Day.

CLIMATE.

- I. Distribution of heat; 1. General law; 2. Modifications of law—(a) General winds, (b) Sea winds, (c) Elevation.
- II. Influence of inclination of earth's axis: 1. Change of seasons; 2. Variation in length of day and night.
- III. Climatic zones: Location, character.

Nineteenth Day.

DISTRIBUTION OF RAIN.

- I. Laws of distribution: 1. Rainfall decreases as latitude increases—why? 2. Rainfall decreases with distance from sea—why?
- II. Modifying circumstances: 1. Influence of relief; 2. Nature of soil; 3. Vegetation.
- III. Rainless regions—causes.

Twentieth Day.

PHYSICAL GEOGRAPHY OF NORTH AMERICA.

- I. Position: Extent; form; outline; coast line; projections; indentations; islands.
- II. Relief: 1. Pacific highland—(a) Structure, (b) Elevation; 2. Atlantic highland—(a) Structure, (b) Elevation; 3. Central plain—(a) Surface; (b) Divisions.
- III. Drainage: 1. How determined; 2. River systems.
- IV. Climate: 1. Temperature; 2. Moisture; 3. Winds.
- V. Distribution of plants and animals.

ARITHMETIC.

BY PROF. H. C. SPEER, JUNCTION CITY.

GENERAL NOTE.—The topics are arranged *in rules*, the idea being to secure a distinct impression of the force and operation of the *principles of arithmetic*; (1) in notation and numeration, (2) in addition, (3) in subtraction, (4) in multiplication, and (5) in division of numbers in all their ordinary forms and applications.

FIRST WEEK.

General Formula of Discussion.—1. Necessary terms explained; 2. Principles stated and illustrated; 3. The standard unit described; 4. Names and relations of the orders (involving, in compound denominate numbers, a drill on the tables); 5. Practice in reading, writing, and analyzing illustrative numbers (including in compound numbers, reduction, ascending and descending).

First Day.—Notation and numeration of integers and decimals.

Second Day.—Review. Notation and numeration of U. S. money and of metric linear measure, mastered, and compared.

Third Day.—Notation and numeration of the metric system completed. General review of the decimal notation.

Fourth Day.—Notation and numeration of compound denominate numbers. Reduction of denominate numbers, written in the decimal scale, compared with that of other denominate numbers.

Fifth Day.—Terms, principles, and methods, of factoring; greatest common divisor; least common multiple. Notation, numeration, and reduction

of common fractions. Common fractions reduced to decimals, and decimals to common fractions.

SECOND WEEK.

Sixth Day.—Addition: (1) terms; (2) principles; (3) methods. Illustrative examples in addition of integers and decimals, U. S. money and the metric numbers. Subtraction treated in the same way.

Seventh Day.—Addition and subtraction of compound denominate numbers: terms, principles and methods.

Eighth Day.—Addition and subtraction of common fractions: terms, principles, and methods. Find best method for each of these forms: (1) Numerators unity, $\frac{1}{3} + \frac{1}{5}$ and $\frac{1}{3} - \frac{1}{5}$; (2) Numerators the same, $\frac{3}{8} + \frac{3}{11}$ and $\frac{3}{8} - \frac{3}{11}$; (3) Denominators relatively prime, $\frac{3}{4} + \frac{7}{13}$ and $\frac{3}{4} - \frac{7}{13}$; (4) Denominators having a common factor, $\frac{3}{14} + \frac{5}{21}$ and $\frac{3}{14} - \frac{5}{21}$; (5) One fraction reducible to the denomination of the other, $\frac{5}{7} + \frac{4}{21}$; (6) Several fractions, $\frac{7}{9} + \frac{2}{3} - \frac{5}{7} + \frac{8}{12}$; (7) Mixed numbers, $23\frac{2}{3} + 15\frac{1}{6}$, $25\frac{2}{3} - 9\frac{1}{2}$; $27 + \frac{3}{4}$, $28\frac{1}{7} - 13\frac{5}{8}$.

Ninth Day.—Addition and subtraction of fractions completed: application in denominate numbers.

Tenth Day.—Multiplication: terms, principles, and methods. Integers and decimals: the denomination of the product of any order by units, by tens and by tenths, by hundreds and by hundredths; of any order by any order. Examples analyzed in abstract numbers, U. S. money, and metric numbers.

THIRD WEEK.

Eleventh Day.—Multiplication of compound numbers. Illustrative examples analyzed in several tables. Process compared with multiplication of decimals.

Twelfth Day.—Multiplication of common fractions: (1) To multiply a fraction; (2) To multiply by a fraction. Find and explain the shortest method for these illustrative forms: (1) $\frac{3}{14} \times 7$; (2) $\frac{4}{5} \times 7$; (3) $\frac{9}{10} \times 8$; (4) $25\frac{2}{3} \times 8$; (5) $15 \times \frac{4}{5}$; (6) $15 \times \frac{7}{12}$; (7) $15 \times \frac{3}{7}$; (8) $5 \times \frac{3}{10}$; (9) $295\frac{3}{10} \times \frac{5}{8}$; (10) $713\frac{1}{9} \times 23\frac{1}{2}$.

Thirteenth Day.—Division: terms, principles, and methods. Integers and decimals: the denomination of the quotient of any order by units, by tens and by tenths, by hundreds and by hundredths; of any order by any order. Examples analyzed in abstract numbers, U. S. money, and metric numbers.

Fourteenth Day.—Division of compound numbers. Illustrative examples analyzed in several tables. Process compared with division of decimal numbers.

Fifteenth Day.—Division of common fractions: (1) To divide a fraction; (2) To divide by a fraction. Find and explain shortest method for these illustrative forms: (1) $\frac{1}{5} \div 2$; (2) $\frac{7}{8} \div 4$; (3) $\frac{1}{3} \div 8$; (4) $16 \div \frac{4}{5}$; (5) $22 \div \frac{1}{2}$; (6) $48 \div \frac{7}{9}$; (7) $\frac{1}{5} \div \frac{3}{10}$; (8) $227\frac{2}{3} \div 12$; (9) $227\frac{2}{3} \div \frac{7}{8}$; (10) $227\frac{2}{3} \div 8\frac{1}{7}$.

FOURTH WEEK.

Sixteenth Day.—Factoring applied in cancellation. Prepare and present

illustrative problems involving the several classes of numbers, abstract and denominate.

Seventeenth Day.—Reduction, addition, subtraction, multiplication, and division of *denominate fractions*, common and decimal, reviewed.

Eighteenth Day.—General review of the fundamental rules in the decimal scale, including U. S. money and metric measures. Contrast with same operations applied to compound numbers. How to introduce the metric measures.

NOTE.—Assign five examples in notation and numeration, and five each in addition, subtraction, multiplication, division, and reduction, to be presented next day, with written solutions. These examples should include all the classes of numbers.

Nineteenth Day.—Examination and discussion of the solutions prepared. The standing of members should be recorded, based on the number of correct solutions. Explanation of difficulties.

Twentieth Day.—How to teach arithmetic: first lessons; best classes of exercises for drills in each rule; order of presenting the subjects of arithmetic; the use of books; value and methods of mental exercises; what constitutes a good knowledge of arithmetic; value and place of analysis; *how to secure accuracy and rapidity in computing.*

ARITHMETIC—SECOND COURSE.

BY CHANCELLOR JAMES MARVIN, D. D., LAWRENCE.

SUGGESTIONS.—All exercises designed to illustrate principles should be simple and direct. Time for presenting these principles should never be wasted over curious or exceptional applications. First fix the principle, then try the exceptional method of solution by it, at a proper time. Pupils are frequently fatigued and confused by an injudicious multiplication of *rules*. Text-books on written arithmetic subject to this criticism are too abundant. The instructors in our Institutes should most carefully discriminate between technical forms and leading principles, and in favor of the latter. Examples for further illustration and drill may be found in any arithmetic. "Test Examples," such as Hagar's or Ray's, are admirably adapted for Institute work. Some of the illustrative examples on percentage are taken in whole or in part from Hagar's book. The number of lessons assigned (twenty) precludes the introduction of many topics which some teachers would like to consider. The selections have been made with direct reference to the average public school. Exceptionally good classes will be able to add to the number of topics here indicated, and it is hoped that all may be able to go beyond the simple solutions required in these examples, to the more complicated problems found in the higher text-books.

FIRST WEEK.

First Day.

Review factors and factoring—whole numbers.

Second Day.

Review factors and factoring—decimals.

Third Day.

Define percentage, and apply the principles of factors to the following problems:

1. P. and R. given—find I. and A.
2. P. and I. given—find R. and A.
3. I. and R. given—find P. and A.
4. A. and P. given—find I. and R.

[NOTE.—P.=Initial quantity or *principal*; R.=*rate per hundred*.
I.=*percentage on principal*, and A.=*amount*.]

Solve and analyze the following:

1. Find $12\frac{1}{2}\%$ of 9144 rods.
2. 1143 rods is $12\frac{1}{2}\%$ of how many rods?
3. 1143 rods is what per cent. of 9144 rods?
4. 10287 rods is $12\frac{1}{2}\%$ added to how many rods?

Fourth Day.

Apply the same principles to computing simple interest, introducing T. to represent *time*, and explain rules.

Solve and analyze the following:

1. Find interest on \$420 at 7% for 3 years and 4 months, and give the amount.
2. Interest on \$420 for 3 years and 4 months is \$98. What is the rate per cent.?
3. Interest on \$420 at 7% is \$98. What is the time?
4. Find the principal which will produce \$98 interest in 3 years and 4 months at 7%.
5. Given the amount—\$518, rate 7%, time 3 years and 4 months—find principal and interest.

Fifth Day.

Discuss difference between simple, annual and compound interest.

Find each of the three kinds of interest on \$645, for 5 years at 8%.

SECOND WEEK.

Sixth Day.

Compute *present worth* of obligations to pay at future date.

1. Find present worth of \$781.50, due 7 months and 6 days hence, rate of interest 7%, and give the discount.
2. Discount \$781.50 at 7% from the face, and compare the proceeds with present worth in the preceding example.

Seventh Day.

Compute, by "United States rule," value of obligation due on which several partial payments have been made.

Face of obligation, \$850; date, May 10, 1874; rate, 7%. Indorsements: July 19, 1875, \$150; April 1, 1876, \$48; March 10, 1877, \$265. Required balance due May 10, 1878.

Eighth Day.

Equate the time for the payment of several obligations due at different times. Problems:

1. Bills of goods bought February 2d, 1878, are payable as follows: \$750 March 30th, \$120 May 1st, \$640 June 15th. At what date should all be made payable in one bill?

2. Bills of purchase of grain are made as follows: Feb. 1st, 1878, 850 b. wheat, 90 cents, to be paid in 60 days; Feb. 10th, 1878, 128 b. corn, 40 cents, to be paid in 90 days; Feb. 15th, 1000 b. wheat, 95 cents, to be paid in 90 days; 28th, 720 b. corn, 42 cents, to be paid in 20 days? Make the whole amount payable at one date.

Ninth Day.

Discuss assessment of taxes; duties and values of stocks.

Tenth Day.

Discuss insurance—fire, accident and life.

PROBLEM.

Policy, \$2,500; rate $1\frac{1}{4}\%$, for 2 years. At the expiration of 5 years and 6 months, the property is damaged by fire 60%. What remains of the award after deducting amount of premiums at 10%, from time of payment of each to date of damage?

THIRD WEEK.

Eleventh Day.

Discuss ratio and proportion.

PROBLEMS.

1. What is the ratio of 15 meters to 60 meters? Of 60 meters to 15 meters? *Reduction and ratio:* Of 9 decimeters to 18 dekameters? Reduce the same to feet, and give the ratio.

2. Antecedents, 7, 10 and 18; consequents, 5, 21 and 24: what is the final ratio?

3. A stone-mason lays 95 c. m. of wall for \$33.55. At the same rate, what will 19 c. m. cost?

4. If 18 men construct 9,000 meters of wall in 15 days, how many meters will 12 men construct in 20 days?

Twelfth Day.

Discuss principles of partnership.

PROBLEMS.

1. A., B. and C. commence business as a firm with stock in trade valued respectively at \$2,000, \$3,000, and \$4,000. At the close of one year, they have cash \$2,700, stock sells for \$4,750, accounts for \$4,250, "good will" for \$600. What is each one's share in the proceeds?

2. A. commences business with a certain capital. At the end of eight months, he receives B. with an equal capital, and at the close of the year they receive C. with a capital equal to both of the others. At the close of the second year, C. takes the entire business, paying A. and B. their respective shares of stock and proportion of profits? What does each receive from a gain of \$6,400?

Thirteenth Day.

Measurement of areas as rectangles, triangles, parallelograms and circles.

PROBLEMS.

1. Area of a rectangle, 8 by 12 meters?
2. Area of triangle—base 20 feet, altitude 8 feet?
3. Area of circle whose circumference is 44 meters?

Fourteenth Day.

Powers of numbers, whole and fractional. Analysis of squares.

1. Square $48 = (40 + 8)^2 = 40^2 + 2 \times 40 \times 8 + 8^2 = 2304$.

Fifteenth Day.

Analysis of squares, and square root to three places of whole numbers.

FOURTH WEEK.

Sixteenth Day.

Square root of common and decimal fractions.

PROBLEMS.

1. Square root of 2304?
2. Square of 32—approximate to three decimals?

Seventeenth Day.

Formation and analysis of cubes, or third powers.

PROBLEM.

$$\text{Cube } 48 = (40 + 8)^3 = 40^3 + 3 \times 40^2 \times 8 + 3 \times 40 \times 8^2 + 8^3 = 110592.$$

Eighteenth Day.

Cube root of whole numbers and decimals.

PROBLEMS.

1. Cube root of 110592?
2. Cube root of 32—approximate to three decimals?

Nineteenth Day.

Review lessons from one to ten, inclusive.

Twentieth Day.

Review lessons from eleven to eighteen, inclusive.

BOOK-KEEPING.

BY PROF. S. A. FELTER, TOPEKA.

FIRST WEEK.

First Day.

1. Arrange a set of items in the form of a receipted bill.
2. Arrange a set of debit and credit items in the form of the statement of an account.

Second Day.

1. Define *cash* and *merchandise*. Give the entry prefix to a "debit" item; to a "credit" item. Define *the balance of an account*. Give rule for balancing an account. Define a *cash account*.

2. Arrange a set of debit and credit cash transactions in the form of a cash account, and balance the same.

Third Day.

1. Define a *merchandise account*. Give the rule for recording merchandise transactions in a merchandise account.

2. Arrange a set of merchandise transactions in a merchandise account, and balance the same.

Fourth Day.

Arrange a set of cash and merchandise transactions in the form of a cash and a merchandise account, to illustrate book-keeping by double entry, and balance each.

Fifth Day.

1. Define *profit*, *loss*, and illustrate how found.

2. Arrange a series of merchandise transactions, to illustrate profit or loss.

SECOND WEEK.

Sixth Day.

Define *capital*, *stock* or *investment*. Illustrate by an example. Define a *liability*; a *resource*, *net capital* or *stock*. Give the rule for opening a capital or stock account.

Seventh Day.

Arrange a series of cash and merchandise transactions, to illustrate the closing of profit or loss into capital.

Eighth Day.

1. Define *inventory*. Illustrate by an example.

2. Arrange a series of cash and merchandise transactions, making the inventory balance the merchandise account.

Ninth Day.

1. Illustrate the meaning of a *statement of resources and liabilities*.

2. Arrange a series of cash and merchandise transactions to illustrate the method of closing accounts, and of making a statement of resources and liabilities.

Tenth Day.

1. Define a personal account. Give the rule for entering business transactions in a personal account.

2. Arrange a set of merchandise transactions to illustrate a merchandise and a personal account, and balance each.

THIRD WEEK.

Eleventh Day.

Define a *special account*. Give an illustration by arranging a set of transactions with reference to determining the profit or loss on a field of corn.

Twelfth Day.

Arrange a set of cash, merchandise, and personal business transactions in a set of accounts, consisting of a capital, a cash, a merchandise, and a personal account; balance each, and close profit or loss into capital, and make a statement of resources and liabilities.

Thirteenth Day.

1. Define an expense account. How does an expense account differ from a merchandise account?
2. Arrange a set of accounts containing an expense account.

Fourteenth Day.

Define an *order*. What is meant by "accepting" an order? Give rules for entering orders in personal accounts.

Fifteenth Day.

1. Define a *bill receivable*; a *bill payable*. Give rule for entering "bills" in their appropriate accounts.
2. Illustrate by set of accounts.

FOURTH WEEK.

Sixteenth Day.

Explain the form of the farmer's and mechanic's memorandum book or day-book ledger. Illustrate the method of entry.

Seventeenth Day.

Define a *ledger*. Explain the method of posting. What is meant by a *check mark*? Define a *trial balance*. Define a *day book*.

Eighteenth Day.

Arrange a set of business transactions in a day book, and post the same to a ledger, and make a trial balance.

Nineteenth Day.

Give the difference between *single* and *double entry*. Define the following accounts: *Stock*, *capital or investment*, *cash*, *merchandise*, *real estate*, *interest*, *special merchandise accounts*, *expense*, *profit*, *loss*, and *personal accounts*, *bills receivable*, and *bills payable*.

Twentieth Day.

Give the names and uses of the different books used in recording business transactions.

UNITED STATES HISTORY.

BY PROF. P. J. WILLIAMS, OTTAWA.

FIRST WEEK.

First Day.

DISCOVERERS. A few of the more important Spanish, English, French and Dutch discoverers should be given; their objects in these explorations; the difficulties they encountered; some of the principal incidents in their voyages, and the results. Of course, great emphasis should be laid upon the greatest of all discoverers—Columbus. We would suggest that special attention be given to the discoveries of the following: De Leon, Balboa, Fernandez, Magellan, Cortez, Pizarro, De Soto, Verrazani, Cartier, Ribaut, Du Monts, Champlain, Cabot, Drake, Raleigh, and Hudson.

Second and Third Days.

Settlements of the thirteen Colonies, after the following general plan:

- I. ORIGIN. 1. Time; 2. Place; 3. Nationality; 4. Cause.
- II. GOVERNMENT. 1. Chartered; 2. Proprietary; 3. Royal.
- III. INCIDENTS.

Fourth and Fifth Days.

INTER-COLONIAL WARS. Queen Anne's, King George's, King William's, and French-and-Indian war, should be discussed, after the following plan:

- I. ORIGIN. 1. Time; 2. Place; 3. Causes, both foreign and domestic.
- II. PARTIES ENGAGED.
- III. INCIDENTS.
- IV. RESULT.

SECOND WEEK.

Sixth and Seventh Days.

REVOLUTIONARY WAR.—During the first day should be discussed: 1. Causes, both remote and immediate; 2. Parties engaged; 3. Preliminary battles; 4. History of Declaration of Independence; 5. Actions of Congress.

During the second day: 1. History of the distinguished men, with their marked excellences and defects of character, with ten of the most important battles, under the following general plan: (a) Time; (b) Place, with a map of the battle-ground, showing the advantages or disadvantages of the location to each party; (c) Incidents; (d) Results.

Eighth Day.

The salient points of each Administration to 1860, including the questions which gave rise to the different political parties, history of the government, causes of the war with Great Britain in 1812, and of the war with Mexico in 1845, including the principal battles of each war, the most distinguished characters engaged in them, and the results.

Ninth Day.

THE CIVIL WAR. As clear a view as possible should be given of the great causes which gave rise to this war; the inauguration of President Lincoln; the secession of the different Southern States, and the immediate cause of the war; the discussion of various battles, after the plan stated above—as of Bull Run, Chancellorsville, Gettysburg, Antietam, Wilderness, Chattanooga, Petersburg, and especially Sherman's celebrated march to the sea, with his achievements. Results should be given in full.

Tenth Day.

A clear view should be given of the condition of our forefathers—their manner of living, methods of travel, manufactures, mode of cultivating the soil, and a general survey of those inventions which have so distinguished us as a people, and made us the most enlightened of nations.

A rapid survey should be taken of a few of our oldest institutions of learning; also, the history of that school system which exists in most States, and which has for its aim the education of the children in the fundamental branches.

Acquisitions of territory made by the United States, with an outline map showing the extent of each acquisition, should be emphasized.

DIDACTICS.

BY PROF. JOHN WHERRELL,
Principal Leavenworth State Normal School.

FIRST WEEK.

First Day.—How we learn: analysis and synthesis. Term method: meaning of, use of. Method and manner: differentiated and explained. System, teach, instruct, educate: differentiated and explained. Methods: kinds, foundation of. Principle and method: differentiated and explained.

NOTE.—During the daily lessons, some important questions will undoubtedly be suggested to many of the members of the class. These questions should be handed to the instructor in writing, and the most important questions should be answered by the instructor before commencing the lesson of the next day.

Second Day.—Recapitulation of first day's work. Perception and conception: differentiated and explained. Learning to read: act of analyzed, senses employed in, different methods of analysis of the principles of each method.

CLASSIFICATION OF DIFFERENT METHODS }	{	According to logic. } ...	Analytical.. { Sentence.
			Synthetical. { Word. Alphabetical. Phonic. Phonetic.
		According to the senses. }	Those based primarily on sight, and secondarily on sound. { Sentence. Word. Alphabetical. Those based primarily on sound, and secondarily on sight. { Phonic. Phonetic.

NOTE.—The class should have daily practice in analyzing different methods or ways of teaching the several subjects and parts of a subject. Several different ways of teaching a subject should be presented to the class by those members of the Institute who have had experience in teaching. Each way should be analyzed by the class, and the advantages and defects of each pointed out.

READING.

Third Day.—General laws of all methods of instruction. Reading by sight, by sound, by calling words only. Reading as an art, for information or ideas. Methods of reading: virtues of, vices of. Methods of teaching the reading of ideas, the development of comprehension in reading. Regarding the mental capacity of children in reading.

NOTE.—For the benefit of teachers of limited experience, a practical course of instruction in reading for the first ten months of a child's school life should be given to the institute. The course should be made out by weeks for the first three months of the course, and by months for the remaining seven.

Fourth Day.—How much to be given in reading. Course of instruction for second ten months. Tabulation of principal faults to be avoided in order to secure good reading in the first and second readers. Examination of readers. Number of words in each of the leading series by pages—points to be observed. The advantages and disadvantages of the card system, charts, mechanical devices, and other appliances used in teaching reading. What is meant by good reading? How to criticise reading.

Fifth Day.—Primary writing and printing: uses of, abuses of. Writing: when to commence, methods, etc. Use and abuse of analysis, counting, etc. Observations on ruling slates, keeping pencils sharp, position, etc. Tabulation of the points to cultivate and to avoid in order to secure good writing. When children should use the pen, different views on, etc.

NOTE.—1. A course of instruction in primary writing by weeks for twelve months should be given to the Institute. The instructor should, if possible, provide himself with a number of specimens of children's writing, so that the members of the Institute can gain some idea of the progress children can make in a given time. 2. Methods of teaching penmanship should be practically illustrated by the instructor of the class in penmanship.

SECOND WEEK.

Sixth Day.—Objective and subjective arithmetic. Methods of arithmetic: addition method, addition and subtraction method, Grube's method—differentiated, illustrated and explained. The merits and defects of each method illustrated and explained. A comparative course of instruction in arithmetic, by months, in the different methods for beginners, for the first ten months, should be given the class.

Seventh Day.—Methods of arithmetic: by sight, by sound—illustrated and explained. Arithmetic: abstract and concrete, mechanical and comprehensive, analytical and synthetical—differentiated, illustrated and explained. Terms analysis, explanation, steps or analysis by statements, technically explained and illustrated. Use and abuse of mental arithmetic in schools. A comparative course of instruction in arithmetic, by months, in the different methods, for the second ten months of a child's school life.

Eighth Day.—Relative importance of sight and sound methods. Use and

abuse of tables in addition, subtraction, etc. Different ways of teaching addition and subtraction: by sight, by sound. Multiplication table: different plans of teaching it by sight. Tabulation of the points to be carefully cultivated and those to be avoided in teaching addition, subtraction and multiplication table. Different relations in arithmetic: how applied, analytically and synthetically.

Ninth Day.—Short division: different ways of teaching it. Long division: different views of presenting the subject. Tabulation of the points to be observed in teaching short, and long division. Which first—common fractions or compound numbers. Teaching fractions objectively, synthetically, analytically. When children should begin to reason: different views on. When a class is doing good work: different standard of percentage to be attained. Use and value of graded examples. The number of examples to be given. Formulated arithmetic: value of, etc. Objective plan of illustrating the extraction of square and cube root by kernels of corn, little stones, etc.

LANGUAGE LESSONS.

Tenth Day.—Language lessons and grammar—differentiated and explained. Language lessons: oral and written—illustrated. Thinking in writing and speaking—differentiated, illustrated and explained. When, where and how each should commence. How much or what can be done in a given time. Course of instruction in language lessons by months, for the first three years. Observations on the present tendency of extremes.

NOTE.—The instructor should exhibit, if possible, specimens of children's work in language, such as sentences, description of pictures, letters, etc.

THIRD WEEK.

ENGLISH GRAMMAR.

Eleventh Day.—The value and place of technical English grammar in schools. Methods of teaching grammar: through our ears, through our eyes. Observations on the parts of grammar dependent on memory, dependent on reason or common sense. The analytical and synthetical methods of teaching grammar compared, explained, illustrated, etc. The best method of grammar for our district schools. Why. Course of instruction in grammar by months, for ten months, for beginners.

Twelfth Day.—The value and place of analysis, parsing, diagraming, etc. Value of false syntax; when exercises should be given in it. The analytical method briefly outlined and adapted. How grammar should be adapted to our daily wants, illustrated, etc. Difference between an idea and the term expressing that idea, confusion of ideas on, etc. How the memory should be exercised in grammar, illustrated, etc. Faults in teaching to be avoided. Course of instruction in grammar by months, from the tenth to twentieth month inclusive.

GEOGRAPHY.

Thirteenth Day.—Use and abuse of the study of geography. Its place in the school-room. What pupils should learn. What pupils should not

learn. Outline of a course of study for ten months. Map drawing: use and abuse, of different systems of. Outline method of map drawing, use of construction lines. Relief map building. Importance of learning places relatively. Different methods or systems of geography. How much and when physical, historical, ethnological, commercial and other kinds of geography should be taken in the school-room. Different plans of conducting a class in geography.

SPELLING.

Fourteenth Day.—Different methods of spelling. Analysis of the value of the sound and sight methods. Various ways of conducting oral spelling, written spelling. Analysis of the merits of the different plans of spelling. How much spelling, how many, and what kind of words in spelling. Spelling adapted to the age and capacity of the child. Time to be devoted to spelling. List of words or a course in spelling for twenty months.

ORGANIZATION OF THE SCHOOL.

Fifteenth Day.—Laws of organization. Meaning and scope of the term law as applied to didactics. The organization of the school should be based on laws and principles. Why. Laws of organization given to class, illustrated and explained. Ideal organization: its relation to the real organization. Type, meaning and scope of the word, uses of. A typical organization, use of. Gradation of district schools.

NOTE.—The instructor should present a typical recitation programme to the class, which should be based on the laws of organization and classification, and should contain all of those studies prescribed by law. The class should make a thorough study of the programme.

FOURTH WEEK.

Sixteenth Day.—The explanation of the typical recitation programme, together with the answering of objections made by the class, and a discussion of the same, will be sufficient for one lesson. All of the common troubles having a tendency to disorganize a school, such as different books, want of books, etc., should be practically considered.

Seventeenth Day.—Members of the institute should make out a statement of the actual condition of their last schools, as they found or left them. These schools should be organized, and practical, working programmes should be made out by the institute, and criticised.

THE RECITATION.

Eighteenth Day.—The principal object of the recitation in the primary classes, in the intermediate and grammar classes. Preparation for the recitation, by the class, by the teacher. Different plans of preparing work. Use and abuse of writing lessons for recitation. How to control the recitation, different plans of. Use and abuse of drill. How to drill and what to drill in. Use and abuse of explanation. Review of the Pestalozzian principles.

Nineteenth Day.—Art of questioning: kinds of questions, different ways of putting questions to a class. Questioning for drill, questioning to de-

velop thought. Developing methods, manner of questioning in. Illustrative method, manner of questioning in. Principles of combining questions and explanation.

GOVERNMENT.

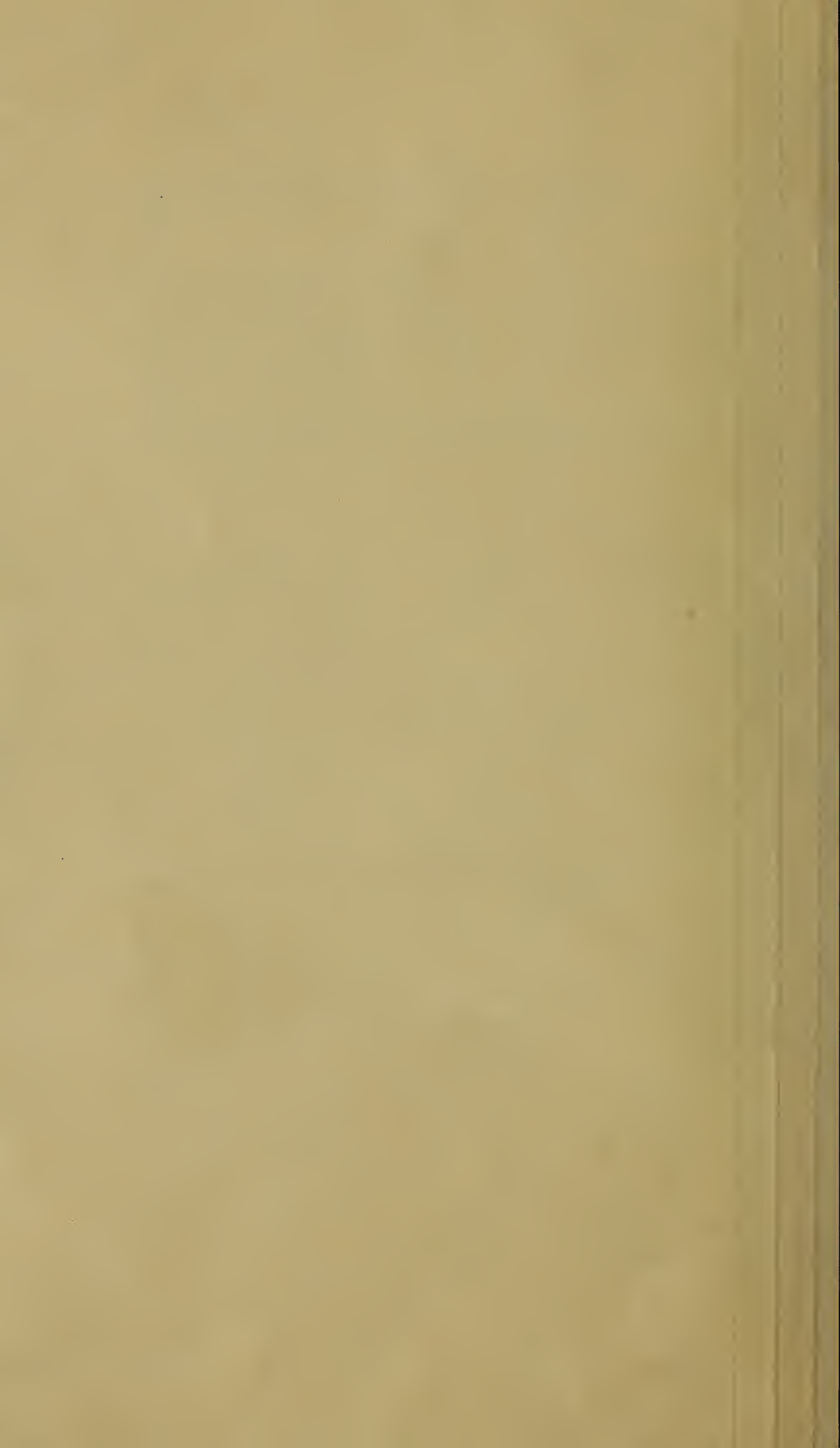
Twentieth Day.—Laws and principles of government. Common and statutory rules, difference of each explained. Enumeration of rules which are as common law in the school-room. Ways of controlling whispering, going out, getting drinks, laziness, inattention, restlessness, etc. Theory of punishment. Moral suasion: what it is, how to use it. Philosophy of corporal punishment, use and abuse of it.

NOTE.—The instructors in drawing, botany, entomology, geology, mathematical and physical geography should give hints and make observations in their classes on the best methods of teaching these subjects.

TUTES HE

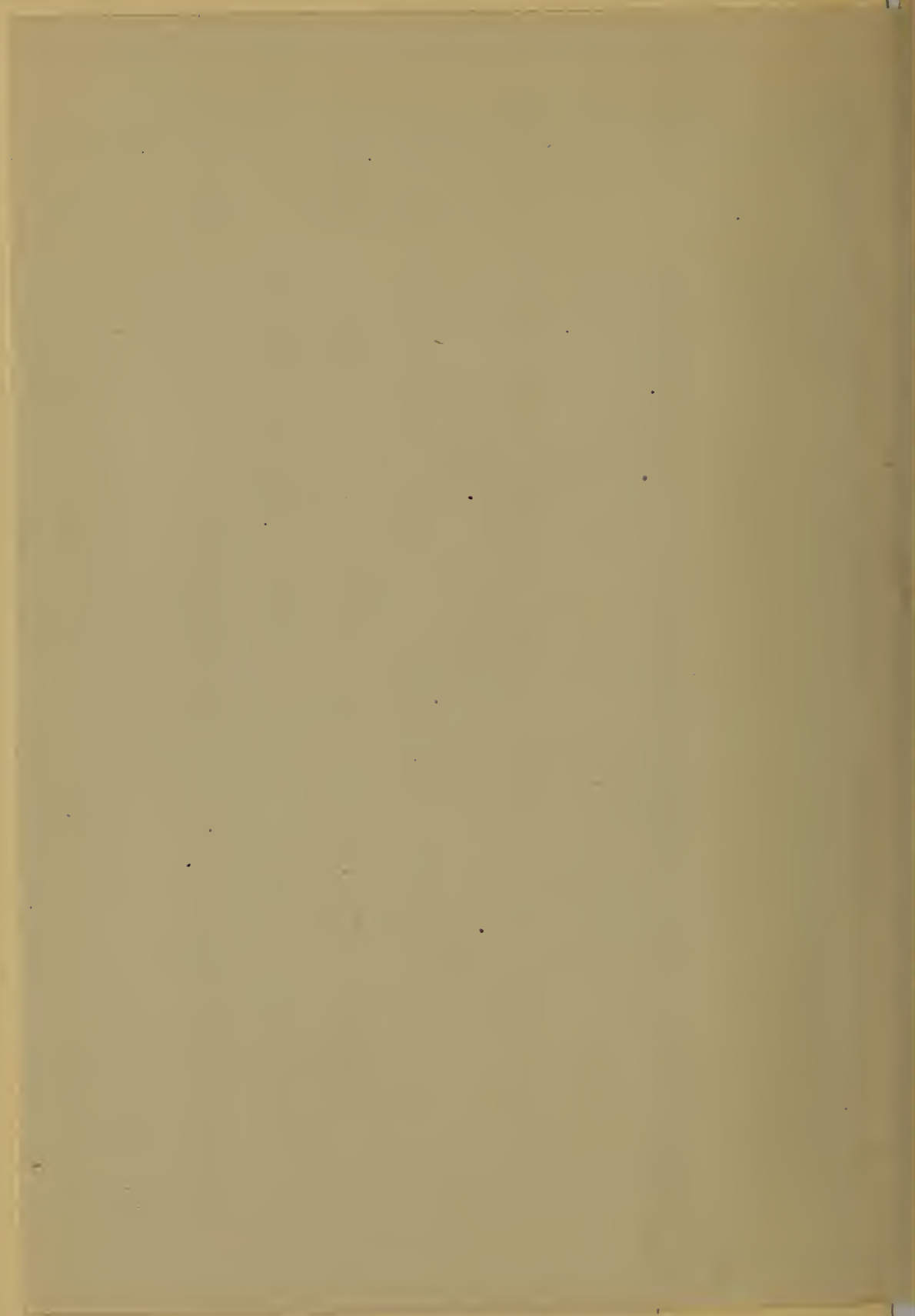
INSTITUTE FUND.

Salary.	ate pro- tion.	County appro- priation.	Paid for instruc- tion.	Orders issued to sundries	Total amount received.	Total amount paid out.	Balance on hand.	Deficit
	00		\$175 00	\$24 95	\$220 00	\$199 95	\$20 05	
	00		210 00	16 00	255 70	226 00	29 70	
	00	\$50 00	140 00	70 00	219 00	210 00	9 00	
Chalfant...	00	54 00	191 00	28 75	220 00	219 75	25	
	00	50 00	250 00	18 00	286 00	268 00	18 00	
	00	38 75	210 00	39 75	249 75	249 75		
	00	50 00	215 00	23 55	295 00	238 55	56 45	
	00	25 00	155 00	5 65	177 00	160 65	16 35	
	00		150 00	50 00	200 00	200 00		
	00		205 00	13 00	221 00	218 00	3 00	
	00	75 00	190 00	21 35	252 00	210 65	41 35	
	00	9 25	164 00	5 25	169 25	169 25		
	00		220 00	21 45	283 00	241 45	41 55	
	00	25 00	63 00	18 85	196 00	81 85	114 15	
	00	72 60	226 00	64 05	308 60	290 05	18 55	
ruex...	00	50 00	175 00	13 43	181 00	188 43		\$7 43
	00	100 00	200 00	45 65	292 00	245 65	46 35	
	\$60 00	100 00	260 00	42 75	314 00	302 75	11 25	
	00	100 00	380 00	53 30	463 00	433 30	29 70	
	00	47 95	195 00	7 95	202 95	202 95		
	00		100 00	16 50	127 00	116 50	10 50	
	00		225 00	47 60	292 00	272 60	19 40	
	10 00	75 00	230 00	43 10	300 00	283 10	16 90	
	00	75 00	200 00	18 15	278 00	218 15	59 85	
	00	75 00	178 00	31 21	232 00	209 21	22 79	
	00	25 00	250 00	58 56	311 00	308 56	2 44	
	00	53 40	140 00	14 29	165 40	154 29	11 11	
	00		250 00	40 00	352 00	290 00	62 00	
	00	75 00	220 00		359 00	220 00	139 00	
	00	100 00	205 00	44 40	306 00	249 40	56 60	
	00		100 00	12 00	114 00	112 00	2 00	
	00	64 35	275 00	70 35	374 35	345 35	29 00	
	20 00		211 45	25 75	238 00	237 20	80	
	00	50 00	100 00		206 00	147 45	58 55	
	00		258 00		233 00	258 00		25 00
Murphy...	00		130 00	4 00	173 00	134 00	39 00	
Fleming...	00		280 95	67 50	420 00	348 45	71 55	
	00		146 00	4 50	159 00	150 50	8 50	
	00		220 00	30 21	386 00	250 21	135 79	
ille...	10 00	60 00	250 00	32 05	256 00	282 05		26 05
ana...	00		200 00	24 20	268 00	224 20	43 80	
	00	27 83	211 00	56 08	266 08	266 08		
	00		40 00	13 05	118 00	53 05	64 95	
	00	50 00	175 00	66 90	224 00	241 90		17 90
	00	36 00	100 00		95 00	100 00		5 00
	00		165 00	7 00	228 00	172 00	56 00	
	00	80 00	220 00	20 00	241 00	240 00	1 00	
	00		120 00		150 00	120 00	30 00	
	00	50 00	120 00	5 50	136 00	125 50	10 50	
	00		163 00		163 00	163 00		
	00		180 00		193 00	188 00	5 00	
	00		199 00	33 06	297 00	232 06	64 94	
	00	60 00	100 00	27 35	132 00	127 35		4 65
	00	46 25	129 54	57 71	187 25	187 25		
	00		161 50	47 50	209 00	209 00		
	00	25 00	192 00	13 50	271 00	205 50	65 50	
	00	45 00	145 00	8 75	190 00	153 75	36 25	
	00	100 00	201 00	132 00	334 00	333 00	1 00	
	00		90 00	27 80	141 00	117 80	23 20	



REPORT OF COUNTY NORMAL INSTITUTES HELD IN KANSAS DURING THE YEAR 1877.

County.	Where held.	Date of opening.	Date of closing.	No. days in session.	Conductor.	Salary.	INSTRUCTORS, AND SALARY OF EACH.						Lecturers.	AVERAGE ATTENDANCE.					Whole No. enrolled.	INSTITUTE FUND.									
							Name.	Salary.	Name.	Salary.	Name.	Salary.		Name.	Salary.	1st week.	2d week.	3d week.		4th week.	Term.	Received from exam'n fees.	Received from registr'n fees.	State appropriation.	County appropriation.	Paid for instruction.	Orders issued to sundries.	Total amount received.	Total amount paid out.	Balance on hand.	Deficit.
Allen	Iola	July 9	Aug. 3	20	A. W. Smith	\$125 00	F. W. Bartlett	\$50 00	Miss May Upton	\$50 00	Supt. M. A. Page		Allen B. Lemmon, Prof. Quackenbos	75	80	88	85	82	96	\$74 00	\$96 00	\$50 00		\$175 00	\$24 95	\$220 00	\$199 95	\$20 05	
Anderson	Garnett	July 9	Aug. 3	20	J. F. Gowdy	110 00	J. R. Campbell	50 00	Miss May Upton	\$50 00	Supt. M. A. Page		Allen B. Lemmon, Prof. J. C. Miller, Delos Walker, M. D.	78	82	91	91	86	125	88 95	116 75	50 00		210 00	16 00	255 70	226 00	29 70	
Atchison	Atchison	July 9	Aug. 4	20	I. C. Scott	100 00	Mrs. H. E. Monroe		Ernest Kuehl				C. W. Johnson, Rev. James Marvin, D. D.	43	56	68	72	59	78	56 00	63 00	50 00	\$50 00	140 00	70 00	219 00	210 00	9 00	
Barton	Great Bend	Aug. 6	Aug. 31	20	D. J. Evans	50 00	L. G. A. Copley	83 00	B. B. Smyth	20 00	J. R. Bickerdyke	\$30 00	C. R. Pomeroy, D. D., J. R. Campbell, Dr. Wysong, Mr. Sampson	35	41	46	52	43 1/2	57	59 00	57 00	50 00	50 00	191 00	28 75	220 00	219 75	25	
Bourbon	Fort Scott	July 16	Aug. 10	20	A. H. Turner	100 00	C. C. Hutchinson	50 00	H. Frankenberg	50 00	Miss Lillian Hoxie	50 00	P. McVicar, D.D., Rev. W. C. Porter, Rev. J. T. Hanna, Rev. D.W. Cox, Eugene Ware, Dr. A. C. Barlord	67	76	84	86	78 1/4	97	89 00	97 00	50 00	50 00	250 00	18 00	286 00	268 00	18 00	
Brown	Hiawatha	Aug. 6	Aug. 31	20	Robert S. Iles	100 00	Mrs. Athella Iles	50 00	J. H. Middaugh	50 00	D. C. Nutting	10 00	W. H. V. Raymond, J. D. Liggett, Mrs. H. E. Monroe	51	66	75	65	64	86	75 00	86 00	50 00	38 75	210 00	39 75	249 75	249 75		
Butler	Eldorado	Aug. 1	Aug. 28	20	J. A. Van Landingham	100 00	J. W. Shiveley	60 00	J. C. Elliott	55 00	Supt. A. Sheldon		J. L. Van Landingham, J. W. Shiveley, J. C. Elliott, A. Sheldon	39	71	73	80	66	82	113 00	82 00	50 00	50 00	215 00	23 55	295 00	238 55	56 45	
Chase	Cottonwood Falls	Aug. 6	Aug. 31	20	J. R. Campbell	80 00	J. F. Kirker	50 00	Mira L. Patten	25 00			C. R. Pomeroy, L. G. A. Copley	48	50	50	47	48 1/4	53	49 00	53 00	50 00	25 00	155 00	5 65	177 00	160 65	16 35	
Chautauqua	Sedan	Aug. 6	Aug. 31	20	M. R. Jordan	100 00	W. J. Elliott	50 00					J. M. Greenwood, W. W. Jones						70	80 00	70 00	50 00		150 00	50 00	200 00	200 00		
Cherokee	Columbus	Aug. 6	Aug. 31	20	Buel T. Davis	100 00	H. W. Sandusky	75 00	Miss V. Liggett	30 00			Allen B. Lemmon, Gen. Butterfield	52	60	65	67	61	72	99 00	72 00	50 00		205 00	13 00	221 00	218 00	3 00	
Clay	Clay Center	July 30	Aug. 24	20	M. Chidester	100 00	S. M. Stevenson	90 00						40	50	50	50	47 1/2	58	75 00	52 00	50 00	75 00	190 00	21 35	252 00	210 65	41 35	
Cloud	Concordia	July 9	Aug. 3	20	J. S. Shearer	114 00	Miss Ida A. Ahlborn	50 00						23	24	30	47	31	50	60 00	50 00	50 00	9 25	164 00	5 25	169 25	169 25		
Coffey	Burlington	July 23	Aug. 17	20	S. S. Tipton	100 00	Joshua Robinson	60 00	May Shaw	60 00			Rev. C. R. Rice, Rev. Edward Clelland, Prof. R. B. Bryan, C. B. Graves						101	132 00	101 00	50 00		220 00	21 45	283 00	241 45	41 55	
Crawford	Girard	July 23	Aug. 17	20	Supt. D. B. Van Syckle		H. Quick	63 00					Allen B. Lemmon, Dr. A. F. Huntoon, Rev. Mayo						66	68 00	53 00	50 00	25 00	63 00	18 85	196 00	81 85	114 15	
Cowley	Winfield	Aug. 1	Aug. 29	21	L. B. Kellogg	93 50	Geo. W. Robinson	80 00	Ella Wickersham	20 00	Geo. H. Buckman	32 00	C. R. Pomeroy, D. D., James E. Platter, D. A. Millington, Rev. C. J. Adams	48	56	64	72	60	76	110 00	76 00	50 00	72 60	226 00	64 05	308 60	290 05	18 55	
Davis	Junction City	July 9	Aug. 3	20	H. C. Speer	125 00	Miss Chance	50 00	J. D. Walters		Christina Pearson								50	31 00	50 00	50 00	50 00	175 00	13 43	181 00	188 43		\$7 43
Dickinson	Abilene	July 29	Aug. 17	20	E. F. Robinson	100 00	D. W. Wilson	100 00					E. F. Robinson						77	65 00	77 00	50 00	100 00	200 00	45 65	292 00	245 65	46 35	
Doniphan	Troy	Aug. 6	Sept. 1	20	John Wherrell	140 00	Miss Hattie Wherrell	50 00	James Lane	70 00			Mrs. H. E. Monroe, John Wherrell	61	72	77	94	76	98	89 00	75 00	50 00	100 00	260 00	42 75	314 00	302 75	11 25	
Douglas	Lawrence	Aug. 6	Aug. 31	20	P. J. Williams	100 00	E. Miller	100 00	H. W. McCauley	60 00	Miss E. J. Short	60 00	Prof. Canfield, F. W. Giles, Rev. James Marvin, D. D., T. D. Thacher	94	123	147	159	130	172	153 00	160 00	50 00	100 00	380 00	53 30	463 00	433 30	29 70	
Elk	Elk Falls	July 30	Aug. 24	20	J. M. Greenwood	185 00	Geo. A. Prentiss	10 00	Supt. E. G. Dewey				J. M. Greenwood, Rev. Platt, Daniel Newby	42	49	55	56	50 1/2	60	45 00	60 00	50 00	47 95	195 00	7 95	202 95	202 95		
Ellsworth	Ellsworth	Aug. 15	Sept. 8	20	Rev. L. Sternberg, D.D.	100 00							Rev. L. Sternberg, D. D., Rev. H. Miller, J. B. Orwig						118	27 00	50 00	50 00		100 00	16 50	127 00	116 50	10 50	
Franklin	Ottawa	July 9	Aug. 17	30	William Wheeler	105 00	D. H. Starkey	75 00	Miss Elsie Wickard	45 00			Allen B. Lemmon						60	115 00	60 00	50 00	75 00	230 00	43 10	300 00	283 10	16 90	
Greenwood	Eureka	Aug. 14	Sept. 10	20	Robert Milliken	100 00	J. B. Thompson	60 00	Lizzie Tucker	50 00	J. M. Smith	10 00	J. C. Elliott, R. Milliken, Supt. J. F. Troxell	35	46	45	47	43 1/2	52	101 00	52 00	50 00	75 00	200 00	18 15	278 00	218 15	59 85	
Harvey	Newton	July 30	Aug. 24	20	B. F. Hedges	125 00	Miss Nancy Bailey	25 00	S. T. Danner	25 00	E. L. Crandell	25 00	C. R. Pomeroy, Robert Milliken, B. F. Hedges, T. C. Cutter	25	31	39	48	35 1/4	52	28 00	79 00	50 00	50 00	178 00	31 21	232 00	209 21	22 79	
Jackson	Holton	July 9	Aug. 3	20	Robert Hay	112 00	W. H. Sweet	50 00	R. M. Cook	16 00	Supt. Olive E. Stout		W. H. V. Raymond, Prof. Baldwin, Allen B. Lemmon, Dr. Havens	72	75	75	78	75	79	28 00	79 00	50 00	75 00	178 00	31 21	232 00	209 21	22 79	
Jefferson	Oskaloosa	July 9	Aug. 3	20	E. Miller	135 00	D. Tillotson	50 00	G. D. King	25 00	Mrs. Chas. Smith	40 00	Allen B. Lemmon, Prof. Canfield, W. H. V. Raymond, Prof. E. Miller	78	94	96	100	92	100	136 00	100 00	50 00	25 00	200 00	58 56	311 00	308 56	2 44	
Jewell	Jewell Center	Sept. 10	Oct. 5	20	Wm. S. Speer	120 00	H. Brackenridge	20 00						26	30														



ATTENTION! ATTENTION!

The attention of teachers is respectfully called to the following popular Text-Books, and to the introductory and exchange prices annexed, at which prices we will supply them to classes or schools when desired for first introduction, express charges prepaid by us.

To teachers connected with the Kansas Normal Institutes, and to others who desire them *for examination, with a view to introduction*, we will send specimen copies by mail, *post paid*, on receipt of the exchange price, as given below. Where no exchange price is given, the introductory price will apply:

	Introductory Prices.	Exchange Prices.
Bryant & Stratton's Common-School Book-Keeping.....	\$0.67	\$0.50
Blanks to same, per set of five.....	65	.....
Cathcart's Literary Reader (an excellent introduction to the study of literature).....	96	65
Dana's Geological Story (unrivalled as an elementary work)	96	65
Eliot & Storer's Elementary Manual of Chemistry.....	96	65
Gray's How Plants Grow (for beginners in the study of botany).....	67	50
Gray's School and Field Book of Botany (for more ad- vanced classes).....	1.50	1.08
Gray's Botanist's Microscope, 3-lens (for field use).....	2.25	.....
Hitchcock's Anatomy and Physiology.....	96	70
Kerl's Shorter Course in English Grammar.....	45	35
Kerl's Composition and Rhetoric.....	75	55
New Graded Reader, No. 1.....	15	11
" " " No. 2.....	24	18
" " " No. 3.....	33	25
" " " No. 4.....	42	31
" " " No. 5.....	71	53
(The above series complete in five books. They are unexcelled in point of adaptability to school use by any other series.)		
Robinson's First Book Arithmetic.....	29	23
Robinson's Complete Arithmetic.....	83	63
(Complete in two books, handsomely bound in cloth.)		
Robinson's Elementary Algebra (leather).....	90	65
Robinson's Complete Algebra (cloth).....	1.20	88
Spencerian Copy Books, per dozen.....	1.12	.....
Spencerian Copy Books, shorter course, per dozen.....	80	.....
Spencerian Tracing Books, per dozen.....	80	.....
Swinton's Speller.....	15	11
Swinton's Condensed U. S. History.....	75	55
Swinton's Outlines—World's History.....	1.20	88
Swinton's Elementary Geography.....	67	50
Swinton's Complete Geography.....	1.08	80
Townsend's Shorter Course in Civil Government.....	60	45
Webster's Academic Dictionary.....	1.55	.....

Full Descriptive or Introductory Catalogues of all our publications will be sent upon application. All correspondence with which you may favor us will receive prompt and careful attention.

IVISON, BLAKEMAN, TAYLOR & CO.,
Publishers American Educational Series.

Address:

JOHN C. ELLIS, General Agent,
407 North Fourth St., St. Louis, Mo.

TO TEACHERS AND SCHOOL OFFICERS.

If you wish to get the best books for your schools, send for "THE POPULAR SERIES," consisting of

Monroe's Readers and Spellers,	Monroe's Vocal Training,
Hagar's Arithmetics,	Monroe's Primary Reading Charts,
Greene's Grammars,	Apgar's Map Drawing Book,
Warren's Geographies,	Warren's Political and Outline Ch'rts,
Berard's History of the United States,	Warren's Physical and Outline Ch'rts.

Notice of Recommendation by State Superintendent.

OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
TOPEKA, May 24, 1877.

L. D. DOBBS—DEAR SIR: I have placed Monroe's Readers and Spellers and Hagar's Arithmetics on the list of books recommended by me for the schools of this State.

Very respectfully,

ALLEN B. LEMMON, *State Superintendent.*

MONROE'S PHYSICAL AND VOCAL TRAINING

Is specially indorsed by the State Superintendent as an Institute reader, and, with Monroe's Readers, is the only book published that is perfectly adapted to this course of study. Copies for the 1878 Institutes for sale, at greatly reduced prices.

These books are either entirely new or recently revised, and are fresh, original, thoroughly up to the times, and specially adapted to the improved methods of instruction which now prevail in the best schools. They are in very general use in all parts of the United States, and their sale and introduction in Kansas, during the past year, has been unprecedented. We are proud of the fact, that

THEY ARE LIKED BEST BY THE BEST TEACHERS.

Upon the liberal terms offered for first introduction, and in exchange for other books in use, it will be more economical to introduce these new books than to continue to use the old ones, which must soon be replaced by new books at full prices.

DO NOT CHANGE ANY TEXT-BOOKS without first examining our recent publications. Copies for examination will be sent, prepaid, on receipt of the exchange price, which will be refunded if the books are adopted, or returned to us. Our new reduced price list and specimen pages sent free of charge.

Correspondence is earnestly solicited.

COWPERTHWAIT & CO., Educational Publishers,

628 & 630 Chestnut St., Philadelphia.

Western Agent: **FRANCIS S. BELDEN,**

25 Washington Street, Chicago, Ill.

L. D. DOBBS, Agent, Lawrence, Kansas.

THE NEW NATIONAL SERIES

— OF —

SCHOOL BOOKS,

CONSISTING OF

THE INDEPENDENT READERS AND SPELLERS,
MONTEITH'S INDEPENDENT GEOGRAPHIES,
PECK'S ARITHMETICS,
BARNES' BRIEF U. S. HISTORY,
STEELE'S FOURTEEN WEEKS' COURSE IN SCIENCE,
CLARK'S GRAMMARS,
WOOD'S BOTANY,

Will be mailed for examination, with a view to introduction, on receipt of the following rates:

Independent Primary Reader.....	10cts
Independent Second Reader.....	20cts
Independent Third Reader.....	30cts
Independent Fourth Reader.....	45cts
Independent Fifth Reader.....	55cts
Independent Script Speller.....	10cts
Independent Speller.....	10cts
Monteith's Independent Elementary Geography.....	35cts
Monteith's Independent Comprehensive Geography.....	65cts
Peck's First Lessons in Arithmetic.....	10cts
Peck's Manual of Practical Arithmetic.....	20cts
Peck's Complete Arithmetic.....	40cts
Peck's Manual of Algebra.....	75cts
Peck's Manual of Geometry.....	75cts
Peck's Practical Calculus.....	85cts
Peck's Analytical Geometry.....	85cts
Peck's Elementary Mechanics.....	\$1 00
Clark's Brief Grammar.....	25cts
Clark's Normal Grammar.....	45cts
One copy of either Steele's Physiology, Zoölogy, Philosophy, Chem- istry, Astronomy, or Geology.....	70cts
Steele's Key to all his Work's.....	\$1 00
Barnes' Brief United States History.....	60cts
Barnes' Brief History of France.....	60cts
Wood's Object Lessons in Botany.....	65cts
Wood's Botanist and Florist.....	\$1 20
Wood's Class Book.....	1 65

Ask for Catalogue of Teachers' Library and Introductory Price List.

Address

F. D. HUNT,
Leavenworth, Kas.

ECLECTIC EDUCATIONAL SERIES.

Fresh, Progressive, Practical, Popular.

THE BEST BOOKS AT THE LOWEST PRICES.

The new and standard text-books of the Eclectic Educational Series are published in attractive and durable style, and are furnished at the lowest practicable prices.

The Eclectic Educational Series represents the most recent and popular advances in educational methods; the authors are practical teachers of acknowledged ability and of large and varied experience; and the books stand the test of the school room, as evidenced by their long-continued use where adopted. The Eclectic Series includes—

McGuffey's Readers and Speller.	Harvey's Graded School Readers.
Ray's New Arithmetics.	White's Graded School Arithmetics.
Ray's New Algebras.	Schuyler's Complete Algebra.
Ray's Higher Mathematics.	Schuyler's Elements of Geometry.
Harvey's Language Lessons.	Bartholomew's Latin Grammar.
Harvey's English Grammars.	Bartholomew's Latin Gradual.
Holbrook's Normal Series of Gram- mars.	Bartholomew's Caesar's Gallic War.
Eclectic Series of Geographies.	Duffet's French Method.
Eclectic System of Penmanship.	Duffet's French Literature.
Venable's United States History.	Schuyler's Principles of Logic.
Thalheimer's General History.	Andrew's Manual of the Constitu- tion.
Thalheimer's Historical Series.	Hepburn's English Rhetoric.
Brown's Physiology and Hygiene.	Gow's Morals and Manners.
Norton's Physics and Nat.Philos'phy.	Payne's School Supervision.
Kidd's Elocution and Rhet. Reader.	Kiddle's How To Teach.
Etc., Etc., Etc.	

Prices largely reduced, and exceptionally liberal terms on supplies for first introduction into schools.

Price lists and circulars on application. Correspondence is invited.

VAN ANTWERP, BRAGG & CO.,

Cincinnati - - and - - New York.

SUCCESSORS TO WILSON, HINKLE & CO.

P. R. FLITCRAFT, Agent,
LAWRENCE, - - - KANSAS.

J. H. BUTLER & CO.,

PUBLISHERS,

Philadelphia,

-

-

-

Penn.

Introduction Price List, for 1878.

GEOGRAPHIES.

	Introduction.	Exchange.	List Price.
Mitchell's New Primary Geography.....	\$0 50	\$0 40	\$0 60
Mitchell's New Intermediate Geography, with map drawing	1 00	80	1 30
Mitchell's New Physical Geography.....	1 12	85	1 35

OUTLINE MAPS.

Mitchell's New Outline Maps, small series.....	10 00		10 00
Mitchell's New Outline Maps, large series.....	20 00		20 00

MAP DRAWING.

Mitchell's Hand-Book of Map Drawing.....	50	40	56
--	----	----	----

HISTORIES.

Goodrich's Child's Pictorial History, U. S.....	50	40	60
Goodrich's Large Pictorial History, U. S.....	1 05	80	1 25
Butler's New American Pictorial History, U. S.....	1 00	75	1 15

ARITHMETIC.

The New American Arithmetic, Part I.....	17	13	19
The New American Arithmetic, Part II.....	27	20	30
The New American Arithmetic, Part III.....	37	28	42
The New American Practical Arithmetic, comprising Parts II and III.....	50	40	60

READING.

The New American First Reader.....	13	10	15
The New American Second Reader.....	20	15	23
The New American Third Reader.....	33	25	37
The New American Fourth Reader.....	40	30	45
The New American Fifth Reader.....	60	45	68
The New American Etymological Reader.....	1 00	65	1 14

SPELLING.

The New American Primary Speller.....	14	10	15
The New American Pronouncing Speller.....	20	15	23

MISCELLANEOUS.

Sargent's School Etymology.....	60	45	68
Scholar's Companion.....	67	50	72
Oxford's Junior Speaker	50		56
Oxford's Senior Speaker	1 00		1 12
Tenney's Manual of Geology.....	1 10	84	1 25
Coppee's Elements of Logic.....	80	60	90
Coppee's Elements of Rhetoric.....	1 00	75	1 15
Lyons's American Elocutionist.....	1 00		1 15

Address orders and correspondence to

JOHN W. GRIFFIN,
Leavenworth, Kas.

HEADQUARTERS MISSOURI VALLEY AGENCY

FOR

HARPER & BROS.' EDUCATIONAL PUBLICATIONS,

Kansas City, Missouri, March 1, 1878.

LADIES AND GENTLEMEN: We offer you the following books, selected from our large and valuable list, as the best perfected, the most elegant and popular books published in the United States:

I.—HARPER'S GEOGRAPHIES.

Beautiful beyond description; a series in two books.

	Introduction.	Exchange.
Harper's Introductory Geography.....	45cts	37cts
Harper's School Geography.....	94cts	75cts

II.—SWINTON'S NEW LANGUAGE SERIES.

More than a MILLION copies sold annually.

Swinton's Language Primer.....	22cts	18cts
Swinton's New Language Lessons.....	28cts	22cts
Swinton's New School Composition.....	28cts	22cts
Swinton's New English Grammar.....	45cts	35cts

III.—FRENCH'S ARITHMETICS.

The State adoption of more than half a dozen States.

First Lessons in Arithmetic.....	18cts	16cts
Elementary Arithmetic.....	28cts	23cts
Common-School Arithmetic.....	50cts	40cts

IV.—HARPER'S UNITED STATES READERS.

First Reader.....	12cts	10cts
Second Reader.....	19cts	15cts
Third Reader.....	27cts	22cts
Fourth Reader.....	42cts	34cts
Fifth Reader.....	56cts	45cts

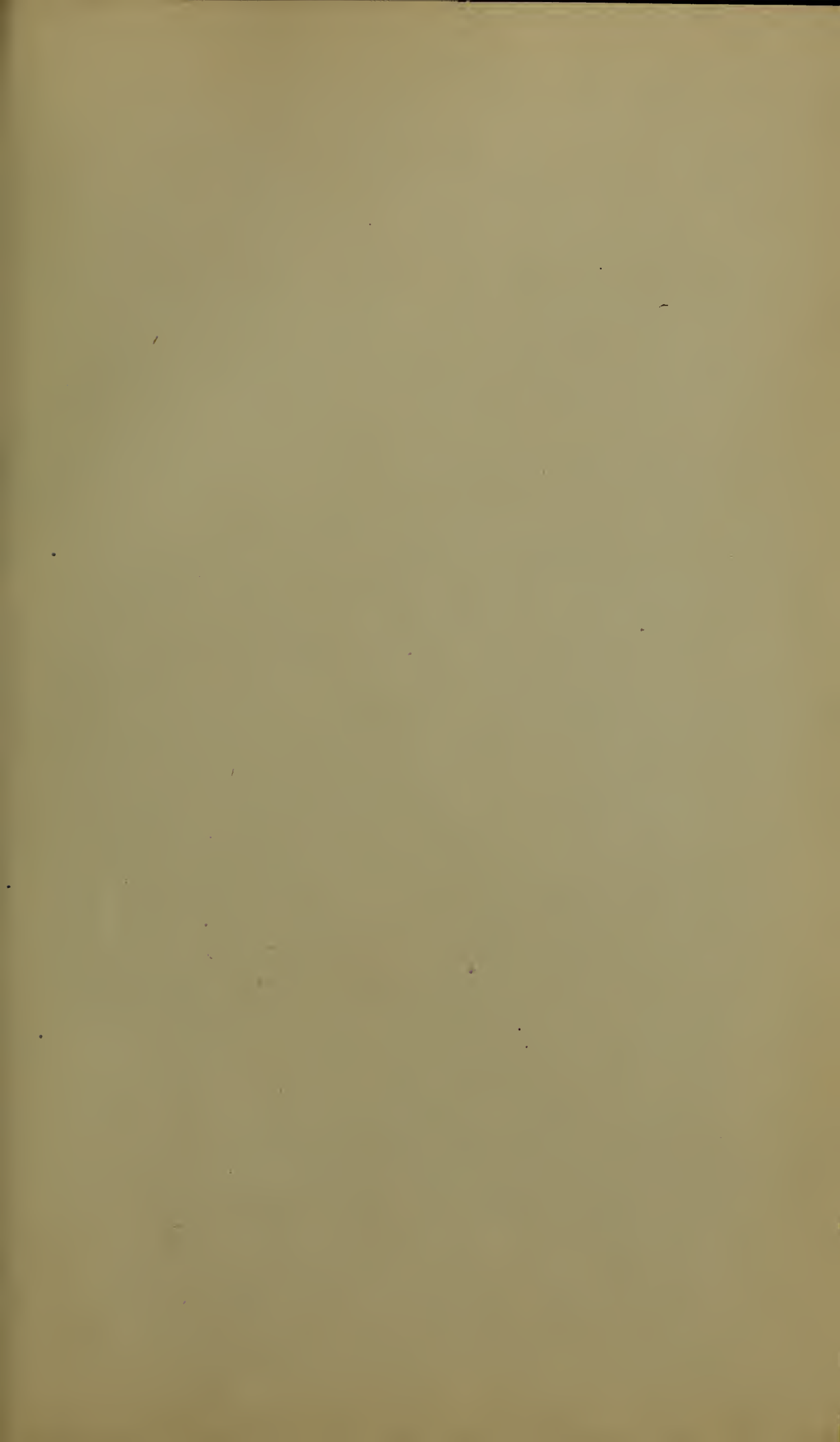
V.—SPECIAL INSTITUTE BOOKS.

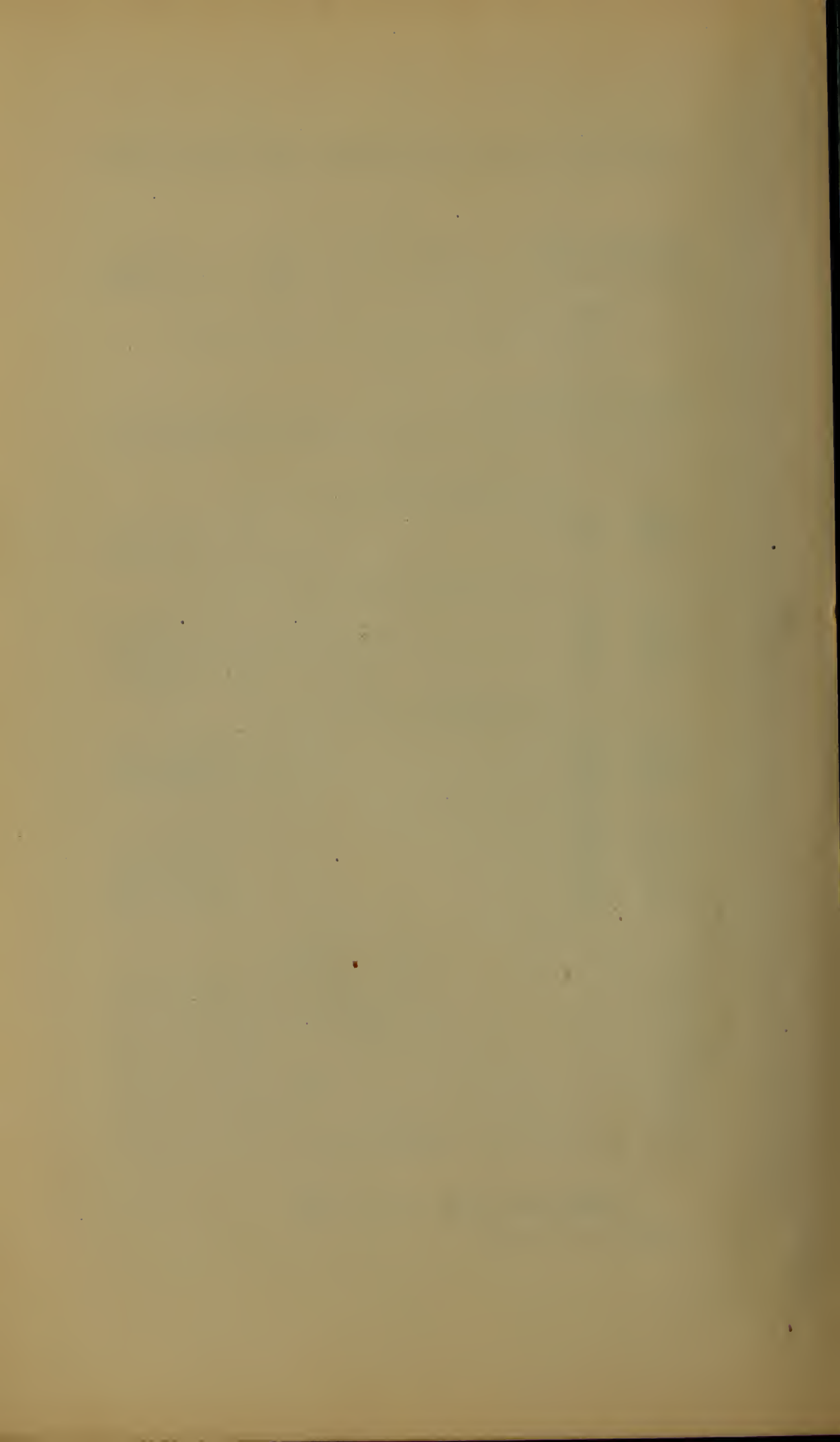
Potter's Manual of Reading.....	75cts
Harper's History of the United States.....	75cts
Hooker's Natural History.....	75cts
Hooker's Mineralogy and Geology.....	75cts
Harper's School Geography (Kansas edition).....	85cts
Dalton's Physiology.....	75cts
Swinton's Language Lessons.....	25cts
Industrial Drawing Guide.....	56cts
Hooker's Entomology.....	16cts
Duff's Common-School Book-Keeping.....	35cts
Nordhoff's Politics for Young Americans.....	56cts

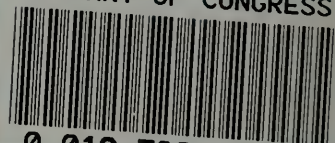
Please address, yours truly,

W. H. V. RAYMOND,

Kansas City, Mo.







ATTENTION! ATTENTION!

The attention of teachers is respectfully called to the following popular Text-Books, and to the introductory and exchange prices annexed, at which prices we will supply them to classes or schools when desired for first introduction, express charges prepaid by us.

To teachers connected with the Kansas Normal Institutes, and to others who desire them *for examination, with a view to introduction*, we will send specimen copies by mail, *post paid*, on receipt of the exchange price, as given below. Where no exchange price is given, the introductory price will apply:

	Introductory Price.	Exchange Price.
Bryant & Stratton's Common-School Book-Keeping.....	\$0.67	\$0.50
Blanks to same, per set of five.....	65	.....
Cathcart's Literary Reader (an excellent introduction to the study of literature).....	96	65
Dana's Geological Story (unrivalled as an elementary work)	96	65
Eliot & Storer's Elementary Manual of Chemistry.....	96	65
Gray's How Plants Grow (for beginners in the study of botany).....	67	50
Gray's School and Field Book of Botany (for more ad- vanced classes).....	1.50	1.00
Gray's Botanist's Microscope, 3-lens (for field use).....	2.25	.....
Hitchcock's Anatomy and Physiology.....	96	70
Kerl's Shorter Course in English Grammar.....	45	35
Kerl's Composition and Rhetoric.....	75	55
New Graded Reader, No. 1.....	15	11
" " " No. 2.....	24	18
" " " No. 3.....	33	25
" " " No. 4.....	42	31
" " " No. 5.....	71	54
(The above series complete in five books. They are unexcelled in point of adaptability to school use by any other series.)		
Robinson's First Book Arithmetic.....	29	23
Robinson's Complete Arithmetic.....	83	65
(Complete in two books, handsomely bound in cloth.)		
Robinson's Elementary Algebra (leather).....	90	60
Robinson's Complete Algebra (cloth).....	1.20	84
Spencerian Copy Books, per dozen.....	1.12	.....
Spencerian Copy Books, shorter course, per dozen.....	80	.....
Spencerian Tracing Books, per dozen.....	80	.....
Swinton's Speller.....	15	11
Swinton's Condensed U. S. History.....	75	60
Swinton's Outlines—World's History.....	1.20	85
Swinton's Elementary Geography.....	67	50
Swinton's Complete Geography.....	1.08	80
Townsend's Shorter Course in Civil Government.....	60	45
Webster's Academic Dictionary.....	1.50	.....

Full Descriptive or Introductory Catalogues of all our publications will be sent upon application. All correspondence with which you may favor us will receive prompt and careful attention.

IVISON, BLAKEMAN, TAYLOR & CO.,
Publishers American Educational Series.

Address:

JOHN C. ELLIS, General Agent,

407 North Fourth St., St. Louis, MO.